

Inclusive Comprehensive Internationalisation

A training manual for higher
education institutions

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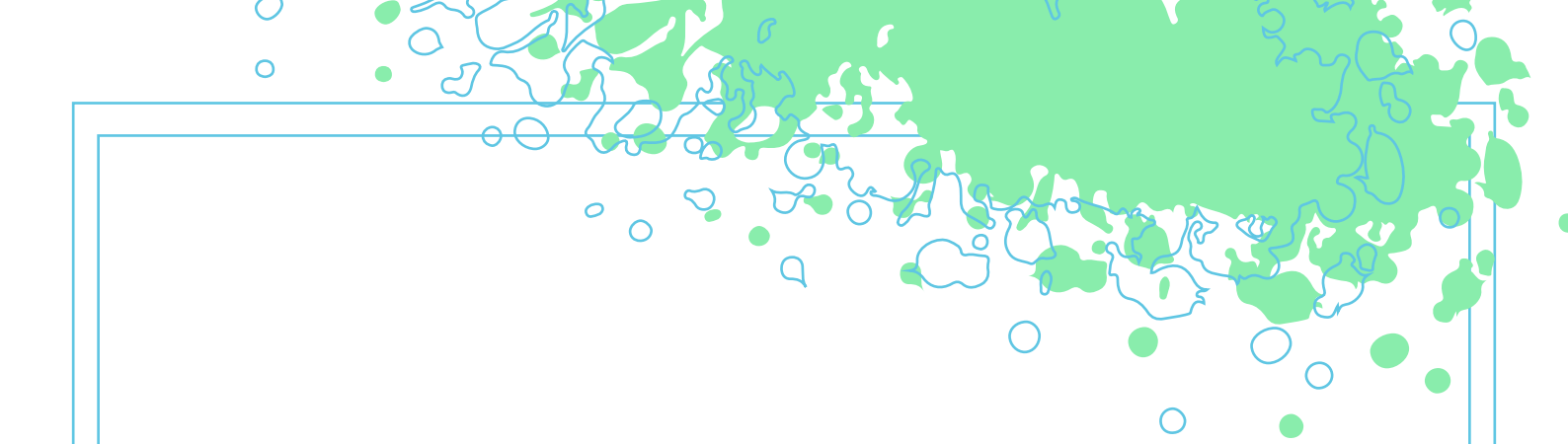
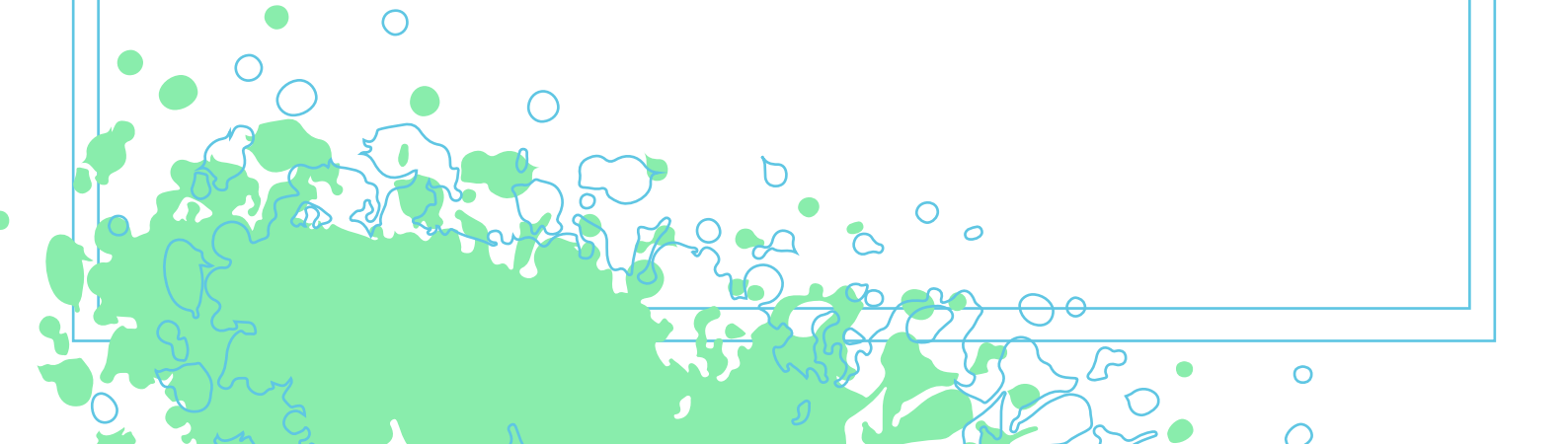
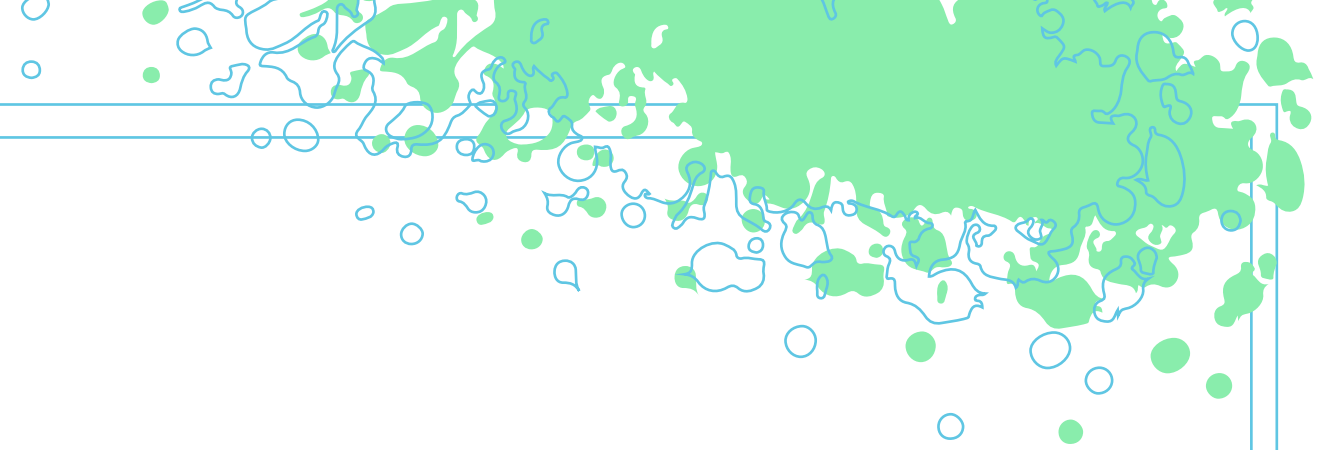


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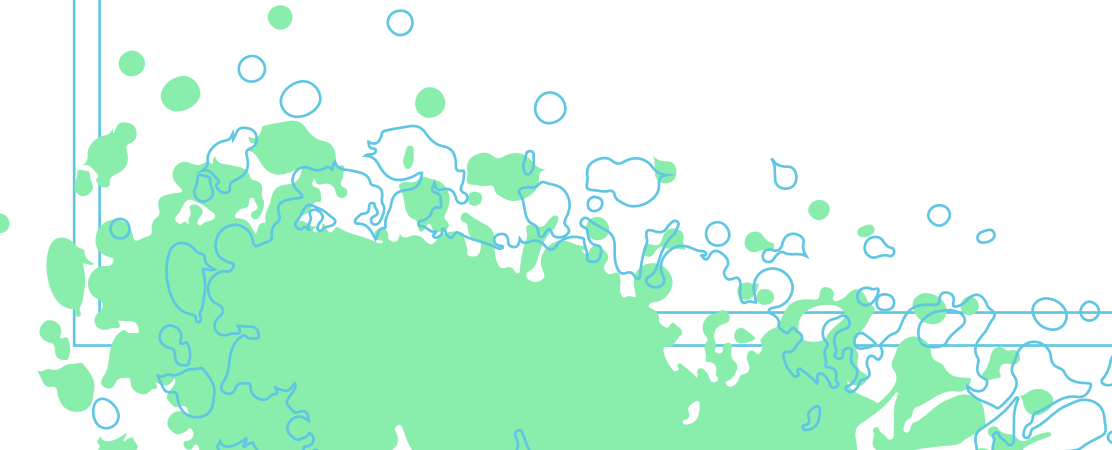
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Preface

Welcome to the Inclusive Comprehensive Internationalisation (ICI) project!

This manual will give you the key tools and information to implement the ICI training course at your institution, with the objective to train as many administrative, academics and support staff as possible. We aim to address the challenges that the intersection of inclusivity, diversity and internationalisation brings to higher education institutions (HEI), and to equip them for a truly comprehensive and inclusive approach to internationalisation, from within.

Thank you for joining ICI and for contributing with your knowledge, skills and drive to its aim. This is an exciting opportunity both for you and for your institution! We believe in providing intercultural and global learning opportunities for all students, regardless of their background or orientation, and supporting them in their development as globally responsible professionals and citizens, and for that, every voice counts. Let's hear yours!

Marina Vives,
Coordinator of the ICI Project
Universitat Rovira i Virgili



Why Inclusive Comprehensive Internationalisation?

When starting the Inclusive Comprehensive Internationalisation (ICI) project, among the project partners there was a shared awareness of the imbalance in the participation of underrepresented groups in internationalisation activities, who therefore are missing out on its opportunities in terms of employment, but also in terms of developing their capabilities to act as globally responsible citizens in international and intercultural contexts. The partners were hence committed to address this by engaging in the development and implementation of the ICI methodology and approach to enhance the quality of international education for all students. The ICI project aimed to address the gaps identified in prior projects and fulfil the needs for awareness raising, staff training and the exchange of good practices in improving inclusion in internationalisation opportunities.

The main results of the ICI projects are

1. a framework for the implementation of an inclusive comprehensive internationalisation approach at higher education institutions (PR1)
2. guidelines for self-assessment of inclusive internationalisation learning opportunities (PR2)
3. a training course that can be used to implement an inclusive comprehensive internationalisation approach at higher education institutions (PR3)
4. a manual to implement the ICI Training Course (PR4)
5. an institutional roadmap of good practices that will help those willing to implement an inclusive comprehensive internationalisation approach to do so (PR5).

The ICI Framework functions as a tool and a standard of excellence for institutional ICI Core Teams to self-assess the inclusiveness of international learning opportunities at their institutional level. The Guideline for Self-Assessment of Inclusive International Learning Opportunities is supporting the institutional ICI Core Teams in applying the ICI Framework during fieldwork at their own institutions.

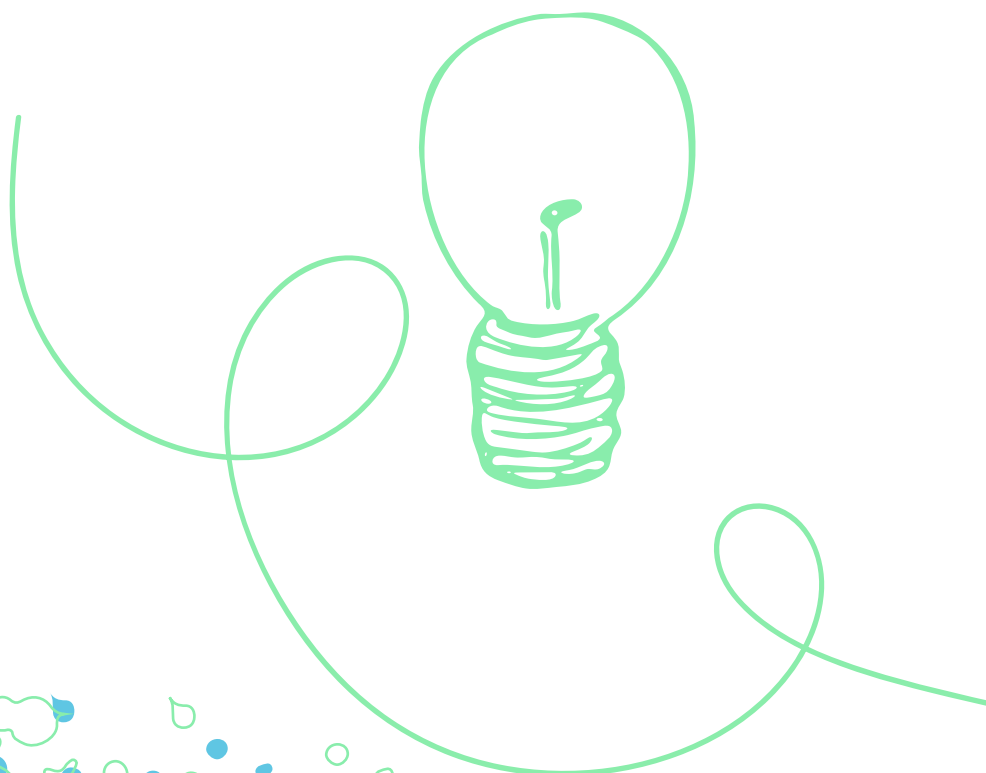
The ICI Training Manual helps and guides the institutional ICI Core Teams to deliver in-house ICI training and ensure the quality of this training, as well as provide tools for the sustainability of the ICI methodology in the future.

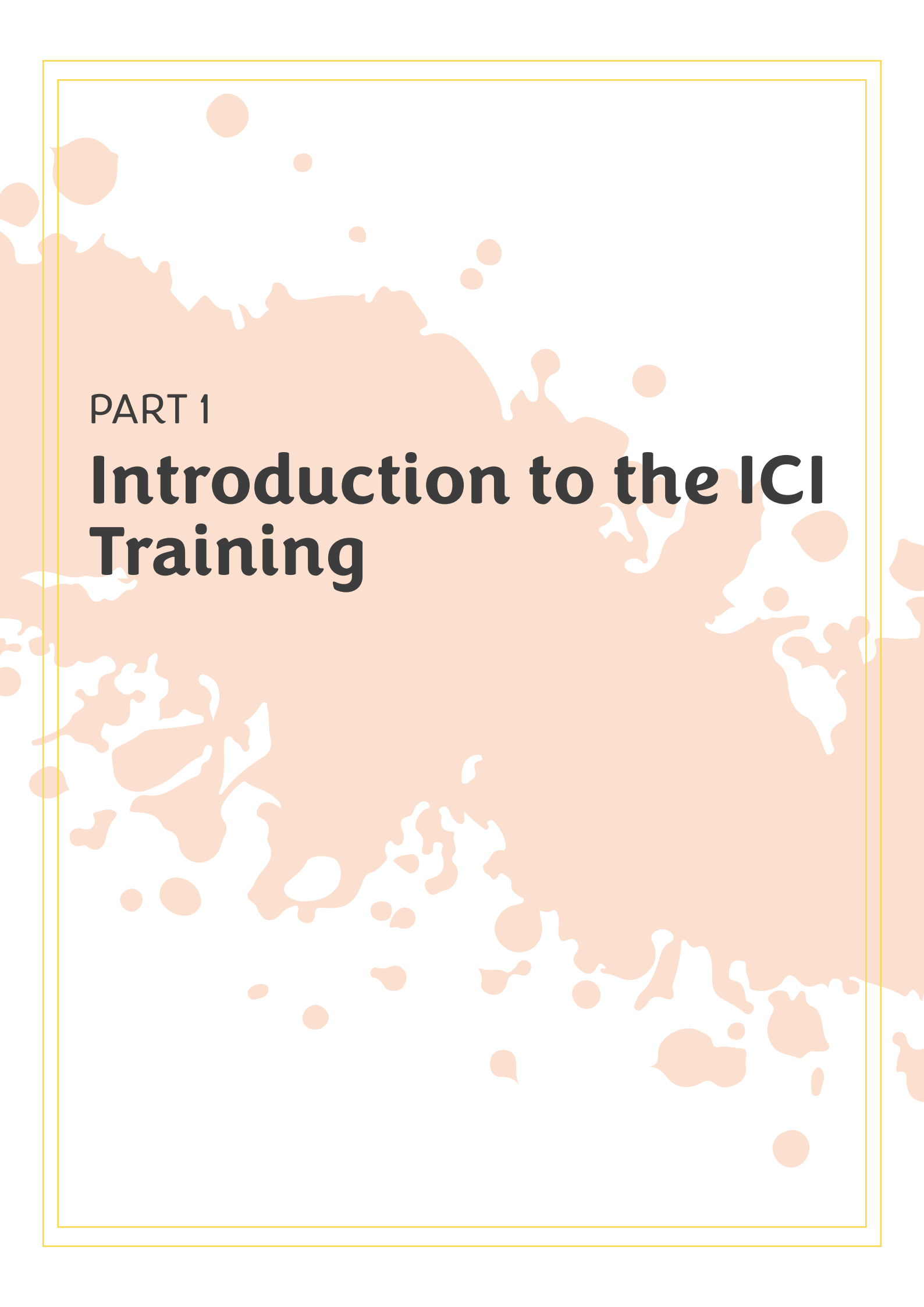
About this manual

Inclusive Comprehensive Internationalisation, A training manual for higher education institutions is designed specifically for members of the institutional ICI Core Team, with content tailored to support change-makers implementing the Inclusive Comprehensive Internationalisation methodology within their institutions. Its primary purpose is to ensure the quality of in-house ICI Training delivery.

This manual is divided into two distinct sections: Part 1 and Part 2. Part 1 introduces the ICI concept, providing details about the ICI project, its purpose, and the methodology used in developing ICI Training. It also includes a description of the ICI Framework, which serves organisation, promotion and foundation for, and source of, the ICI Training program. Useful guidelines and tips for the organisation promotion and coordination of the ICI in-house training are also outlined in Part 1. Part 2 starts with general guidelines for the trainers on delivering the ICI Training. These are then followed with a detailed playbook for how to carry out the ICI Training step by step.

The Appendices 1-5 include supporting documents. The Appendices include a detailed description of the ICI Self-Assessment Tool and Guideline, glossary of main terminology used within the document, as well as templates of the forms and other documents used within different activities during the ICI Training programme as well as examples of the pre- and post-training surveys to be used to evaluate the effectiveness of the ICI Training. There are also detailed instructions for the ICI training per module in table format. These can be utilised as an alternative to the training playbook outlined in Part 2.





PART 1

Introduction to the ICI Training



Purpose of Inclusive Comprehensive Internationalisation

Building on earlier projects¹, the Inclusive Comprehensive Internationalisation (ICI) project aims to address identified gaps and needs, offering intercultural and global learning opportunities to all students, regardless of their background or orientation. It supports their development as globally responsible professionals and citizens. The ICI project aims to enhance the quality of international learning experiences by implementing an inclusive, comprehensive approach to internationalisation, which includes both virtual and blended learning opportunities. The project seeks to achieve this by:

- Increasing awareness and engagement at HEIs regarding the need for an inclusive and comprehensive approach to internationalisation,
- Enhancing the capability of actors within HEIs (academic staff, educational developers, administrative staff and students) to act as co-creators of inclusive, comprehensive approaches to internationalisation and to collaborate across the boundaries of their own area of professional expertise, academic discipline, and of different international and intercultural contexts.
- Promoting critical approaches to internationalisation to evaluate an institution's inclusivity and uncover any 'hidden' messages that may contradict or undermine the inclusivity of its internationalisation activities.
- Promoting the adoption of digital, virtual, and blended modalities for a comprehensive and inclusive approach to internationalisation, ensuring long-term quality, coherence, and efficiency.

ICI approach and methodology

As with all ICI project results, the ICI Training programme has been created through an iterative process. It has been developed through various stages and iterations to test, improve, validate, and ultimately approve it in its most optimal form, thus ensuring a high-quality result and transferability to a wide range of contexts. The ICI Training has been finalised in three iterations. It was first piloted by all ICI Core Teams during a joint Learning Teaching and Training Activity (LTTA). In the second phase, based on the quantitative findings after the LTTA and qualitative analysis, Intended Learning Outcomes (ILOs) and the content of the modules for the in-house training were aligned by the editorial team. In the third phase, all ICI Core Teams conducted the ICI Training during local in-house events at their institutions. In addition, both, the ICI Core Teams that delivered the training and the associated partner networks, were invited to provide feedback on the set-up

1 [SUCTI](#), [SUCTIA](#) and [EQUIiP](#)

of the training. The ICI Training has been reviewed after each iteration.

The ICI Training has been co-created by a range of stakeholders within the institutions and across the partnership, and by a diverse group of students. It is based on the co-created ICI Framework and ICI Guideline for Self-Assessment. Therefore, the ICI Training is transferable to other national and cultural institutional contexts.

The iterative project approach resulted in the ICI methodology, which includes seven essential instruments for embedding inclusivity in an institution's internationalisation strategy and practice. According to the ICI definition of inclusive internationalisation, this is a continuous process involving all university stakeholders. These instruments represent the ICI methodology and are summarised in **Table 1**.

Table. 1 Instruments included in the ICI methodology.

ICI instruments	Descriptions
Commitment to Inclusive Comprehensive Internationalisation	Goals for inclusive comprehensive internationalisation in the university overall strategy, strategies for internationalisation, education, and inclusion.
ICI core team	The team responsible for introducing the ICI methodology at the institutions includes a wide range of leadership, academic and professional service roles, and students to ensure diverse perspectives are included.
The ICI Framework	The ICI Framework includes a definition for inclusive comprehensive internationalisation, its dimensions (influence, attitude, transparency) with boundary crossing competence as its driver.
Self-assessment	The Self-assessment and its guidelines support the analysis of the level of inclusivity. They provide insights into the process and dimensions of inclusivity, the stated claims and the actual experiences of diverse stakeholders.
Continuing professional development	The ICI training provides participants with the opportunity to share and deepen their understanding of inclusivity in internationalisation and develop initial project ideas.
Pre- and post-training surveys	These surveys evidence the added value and impact of the ICI Training (Cronbach Alpha > 0.9)
Roadmap	The roadmap provides guidelines for further developing and implementing projects to enhance the inclusivity of international learning opportunities for all students.

Information on pre- and post-training surveys

The purpose of the pre- and post-training surveys is two-fold. First, the surveys are part of the reflective learning process of the ICI training programme, enhancing participants' learning. Completing the pre-training survey clarifies the focus of the programme and sets expectations for participants. The post-training survey offers an opportunity to reflect on the learning and how participants will apply the insights gained in their daily practice.

Second, the surveys enable us to evaluate the added value of the training for individual participants and the partner institution (or parts thereof). The concept of evidencing value (Bamber & Stephani, 2016) is appropriate for analysing the perceived impact of the training programme. The hierarchy of added value of Continuing Professional Development (CPD) programs (Lauridsen & Lauridsen, 2018) is used to analyse how participants valued the training. This hierarchy includes knowledge and competences leading to conceptual change, individual behavioural change, organizational change, and support.

The pre- and post-surveys include 18 can-do statements that are closely linked to the intended learning outcomes of the programme and its five modules. Participants rate these statements on a five-point Likert scale. The pre-survey also includes one open question and five questions pertaining to personal data. The post-survey includes four open questions. The pre-and post-survey are included as **APPENDIX 4: Pre- and Post-Training Surveys** in this manual.





Enhancing the Quality of Education through Inclusive Comprehensive Internationalisation: The ICI Framework

Citation: Gregersen-Hermans, J., Camacho, M. & Casals Sala, M. (2024) Enhancing the Quality of Education through Inclusive Internationalisation: The ICI Framework (draft version). Erasmus+ co-funded project Inclusive Comprehensive Internationalisation (2022 – 2025)

The ICI Framework

Introduction

The ICI framework is a tool that supports Higher Education Institutions (HEIs) exploration and reflection on the inclusivity of their internationalisation strategy and daily activities with a focus on internationalisation of the curriculum (Leask, 2015) and assuring access to internationalisation for every student. The curriculum is interpreted in its broadest sense and includes “the formal, informal and hidden curriculum as well as the support services of a programme of study” (Leask, 2015, p. 9).

The **formal curriculum** refers to the credit-bearing syllabus and includes the intended learning outcomes, the associated teaching and learning activities, experiences, and the assessment of student learning. It consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach, enabling their learning (e.g., Mackin et al., 2019).

The **informal curriculum**, also referred to as the co-curriculum, is typically described as a set of co-curricular activities. It consists of various support services and additional social activities linked to a program of study, organized by student associations, clubs, or the university (UKEssays, 2018). While the activities in the informal curriculum are not credit-bearing, they may enhance the learning experience of students. Examples include volunteer work or optional study trips.

The **hidden curriculum** refers to the unwritten, implicit, and often unintended messages, values, norms, and perspectives communicated to students (Mackin et al., 2019) through both the formal and informal

curriculum. It can be seen as a socialisation process that involves the transfer of values, norms, and procedures conveyed through an institution's culture and structure, and encompasses how things are done, whose knowledge counts, and whose voices are considered. The hidden curriculum, whether intentional or unintentional, often remains concealed as the related values, norms, and procedures are taken for granted by the dominant majority at an institution. Moreover, the messages conveyed by the hidden curriculum can be interpreted differently by various student groups. This hidden curriculum may negatively impact access to international learning opportunities and the performance of students from specific and underrepresented groups. These students may be unfamiliar with the implicit values, norms, and procedures known to the dominant majority, or they may struggle to adopt them. Since these aspects are often taken for granted, educators may not realise that their practices unintentionally send messages that hinder access to international learning opportunities for certain student groups.

The ICI framework and accompanying **self-assessment tool** aim to uncover potential hidden messages in the formal and informal curriculum across different modalities (physical, face to face, virtual or blended). These messages hinder students from fully benefitting from internationalisation. These hidden messages can be perceived differently by various student groups. Exploring the inclusivity of internationalisation efforts is not only relevant for underrepresented student groups (which may intersect), who often miss out on international learning opportunities. Exclusionary policies and practices also lead to missed opportunities for the dominant majority to learn from and with their peers. The ICI framework provides a standard of excellence for HEIs who aim to reflect on and enhance their own approach to inclusive internationalisation. It includes:

- A definition of inclusive internationalisation (PR1)
- A multidimensional model, consisting of three dimensions as indicators for inclusivity and one underlying driver, i.e., boundary-crossing competence (PR1)
- An ICI institutional self-assessment tool (PR1)
- Guidelines for performing and interpreting a self-assessment process (PR2)
- Examples of good practice (PR5)

The ICI framework is grounded in a literature review on which we will report separately. This framework was developed iteratively with input from all university partners in the ICI project, who tested it using a 360-review process involving a wide range of students, and academic and administrative staff (self-assessment). In this endeavour the project takes a systemic approach, involving the university as a comprehensive whole. This systemic approach is operationalised by analysing the internationalisation of HEIs based on the six pillars inspired by the model of comprehensive internationalisation (ACE, n.d.). These pillars include institutional commitment and policy, leadership and structure, curriculum and co-curriculum, faculty and support staff, mobility, and partnerships. This framework first discusses the draft definition and model of inclusive internationalisation. The second part discusses what inclusive internationalisation implies for each of the six pillars.

Proposed definition of Inclusive Internationalisation

The partners of the ICI project have developed the following definition of inclusive internationalisation:

Inclusive internationalisation is a continuous critical institutional dialogue transformed into purposeful action by all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity, and respect.



Inclusive internationalisation from a systemic perspective refers to leadership skills for imagining an institutional vision for inclusive internationalisation, and how this can be achieved through the planning, implementation, and evaluation of international strategies, policies, and actions. It includes both the processes for developing inclusive strategies, policies and practices as well as the outcomes of these processes as perceived by a wide range of stakeholders within and beyond the institution.

The ICI definition asserts that such institutional dialogue is a continuous process, framing the pursuit of inclusivity as a collaborative effort of ‘being in becoming’. HEIs are dynamic institutions that frequently welcome new, increasingly diverse and international student cohorts. Moreover, HEIs need to be aware of and respond to the changing needs of society and their communities, tailoring their education accordingly. This dynamic continuously changes the conditions and context for inclusivity.

The institutional dialogue mentioned in the ICI definition must be critical, encouraging stakeholders to reflect on their own assumptions pertaining to inclusive internationalisation and its daily practice at their institution. Furthermore, this dialogue needs to be collaborative, raising the awareness of unintended and systemic implications of actions. Based on this self-reflection, HEIs need to be prepared to take critical action (Barnett, 1997) in their strategies, policies and practices to ensure every student has equitable opportunities to benefit from internationalisation. To support the institutional self-reflection on the inclusiveness of internationalisation, the ICI definition is operationalised in an ICI multidimensional model which includes three dimensions with measurable indicators and one underlying driver. The definition and the model provide the foundation on which the ICI self-assessment tool has been built.

Proposed multidimensional ICI model

The ICI multidimensional model illustrates the connection between strategic intent and desired outcomes for inclusive internationalisation. Strategic intent refers to the goals, objectives and actions aimed at achieving inclusive internationalisation reaching every student, and how these are prioritised within institutional management cycles and in resourcing. The actual outcomes of strategic intent, however, may range from intended to unintended positive or negative outcomes for inclusive internationalisation. Negative outcomes may point to blockers and intended or unintended systemic institutional discrimination. Both positive intended and unintended outcomes may highlight systemic approaches that enable internationalisation for all students.

The literature identifies three dimensions of inclusivity that influence the relationship between an institution’s strategic intent for inclusive internationalisation and its intended and unintended positive or negative outcomes. These dimensions are influence, attitude, and transparency. Furthermore, achieving the desired outcome depends on the stakeholders’ ability to engage across disciplinary and administrative contexts, cultures, and languages. This ability to learn from and co-create with others outside one’s own context is referred to as boundary-crossing competence (Wageningen University, n.d.). The ICI multidimensional model is visualised in **Figure 1**.

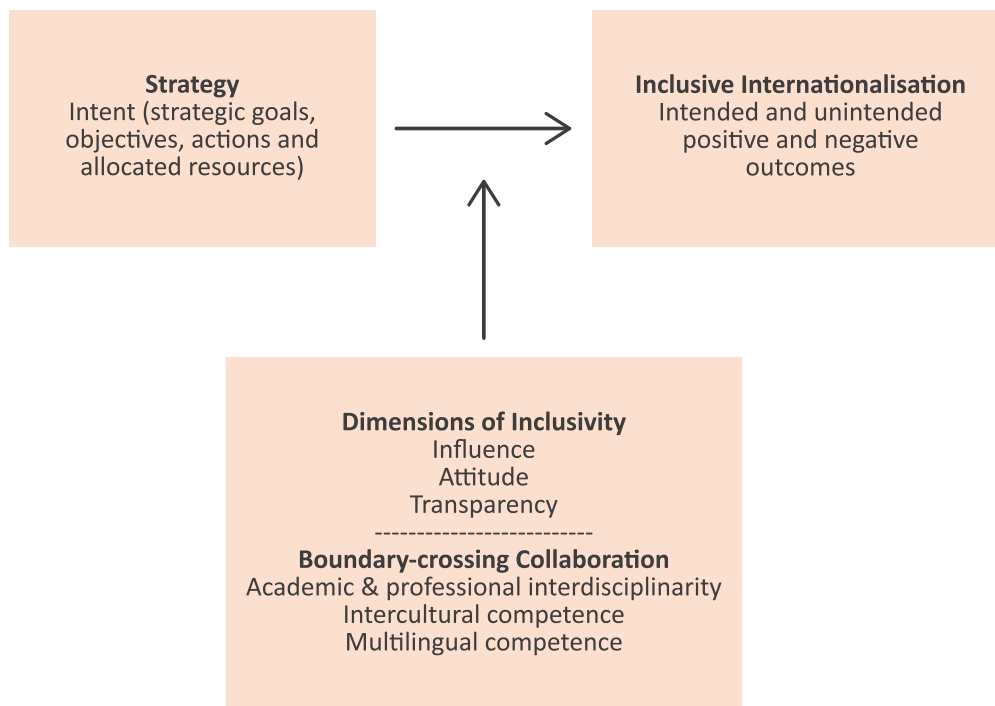


Figure 1. The ICI model for inclusive internationalisation.

Dimensions of inclusivity

Influence pertains to how power is distributed and whether various student stakeholder groups are equitably positioned to affect an institution's internationalisation strategy, its policies, and activities. The dimension of **influence** ranges from identification, participation, representation, and co-creation. It addresses how various student stakeholder groups are identified, and who identifies them; which blockers and enablers influence their participation in international opportunities; how students are involved in decision making about accessible internationalisation opportunities; and how they contribute to the co-creation of a diverse portfolio of such opportunities in the curriculum to engage all students.

Attitude refers to openness to and respect for the specific characteristics of various student stakeholder groups and how these traits are regarded intrinsically valuable to all students. The dimension of **attitude** ranges from ad hoc or limited deficit approaches to systemic asset-based approaches (Godbey et al., 2018). A deficit attitude focusses on fixing the issues students are struggling with. In an asset approach, the value of what every student brings to the university is recognised and how the university system needs to change to enable all students to contribute. In an ad hoc deficit approach, the HEI is reactive to exclusionary policies and practices. It only addresses these when they surface with a focus on solving students' issues of exclusion. A systemic deficit approach, though proactive, still views underrepresented students as the problem, with its policies and practices aimed at fixing or bringing them up to standard. In an ad hoc asset approach, valuing diversity is incidental and associated with efforts of individual members of an HEI. A systemic asset approach positions the system as the blocker and focusses on the intrinsic value of underrepresented students. It is grounded in values of equity and respect and demonstrates a genuine desire to provide international learning opportunities for all students.

Transparency refers to access to information, encompassing both how messages and information are communicated and tailored to different student groups, and how decisions are made about who has access to specific information. The dimension of transparency refers to the communication of international learning opportunities and ranges from being known to all, known only to the dominant majority and hidden from

some student stakeholder groups, known to some student stakeholder groups and hidden from the dominant majority, to being hidden from all (Luft & Ingham, 1961). This dimension aims to uncover both hidden and overt messages that hinder equity in access to international learning opportunities.

Boundary-crossing competence

Working towards inclusive internationalisation necessitates collaboration within an institution among multiple stakeholders who hold different interests, perspectives, and needs. In the context of the ICI project, boundary-crossing collaboration is understood as the stakeholders' ability to successfully work with colleagues and students who have diverse cultural perspectives, values, and beliefs. This collaboration may involve communication in multiple languages or using different language styles, and extending beyond one's own disciplinary or administrative domains.

Interdisciplinarity is understood within the ICI project as the ability to collaborate across academic and administrative units within a HEI to advance inclusive internationalisation and involve students as equal partners in this process. Achieving inclusivity for an HEI as a whole requires a systemic approach, which encompasses governance, the curriculum, academic and administrative staff, and students. This is not an easy task, given the structural power differences among these various stakeholders in governance, education, and the administrative services. Crossing the boundaries of one's domain to learn from other knowledges, practices and perspectives requires an attitude of openness and respect, as well as a willingness to share power when co-creating inclusive internationalisation opportunities.

Intercultural Competence (ICC) is identified within the ICI project as a crucial element of boundary-crossing competence for achieving inclusivity in internationalisation. A widely accepted definition of ICC refers to the capability to navigate intercultural interactions effectively and appropriately (Deardorff, 2006). Building on this, Gregersen-Hermans (2021) delineated ICC into three higher-order learning goals: intentional awareness of diversity, empathic understanding of cultural differences, and collaborative engagement in intercultural contact. The ICI project has adapted these higher-order learning goals into conditions for working towards inclusivity, which include (1) the institutional capability to intentionally be aware of and identify various student groups; (2) empathetic understanding of their specific capabilities, constraints, and communication styles; and (3) the ability to effectively collaborate with these specific student groups and other institutional stakeholders to develop systemic inclusive policies and practices. These conditions are interdependent and contribute to the dimensions of inclusivity (i.e., influence, attitude, and transparency).

Language capability and paralinguage are integrated into each of the three dimensions mentioned above and are also regarded as critical elements of boundary-crossing competence for achieving inclusivity in the ICI project. **Language capability** refers primarily to the capability of the institution to communicate with the different student groups in a way that resonates with them. Secondly, it refers to the fluency of various student groups in the language used in instruction, governance and institutional services, enabling their engagement with internationalisation at the systemic level. **Paralinguage** refers to the nonverbal elements of communication (such as pitch, accent, and tone of voice) and cultural differences in communication styles,



which can potentially influence interactions between various stakeholders within the university system.

The level of systemic awareness and capability regarding the roles of interdisciplinarity, intercultural competence, language, and paralinguistics—and how they intersect with the three dimensions— determines how inclusive internationalisation strategies and practices are at a given institution. The multidimensional ICI model offers a systemic understanding of how HEIs achieve their strategic intent for inclusive internationalisation, while also helping to identify potential gaps, blind spots, or unintended hidden consequences. Critical and continuous self-reflection on the HEIs' systemic approach to inclusivity in internationalisation can be the first step towards actually achieving the desired outcome. The framework, inspired by the American Council on Education ACE model (n.d.) for comprehensive internationalisation, offers a tool to conduct this self-assessment.

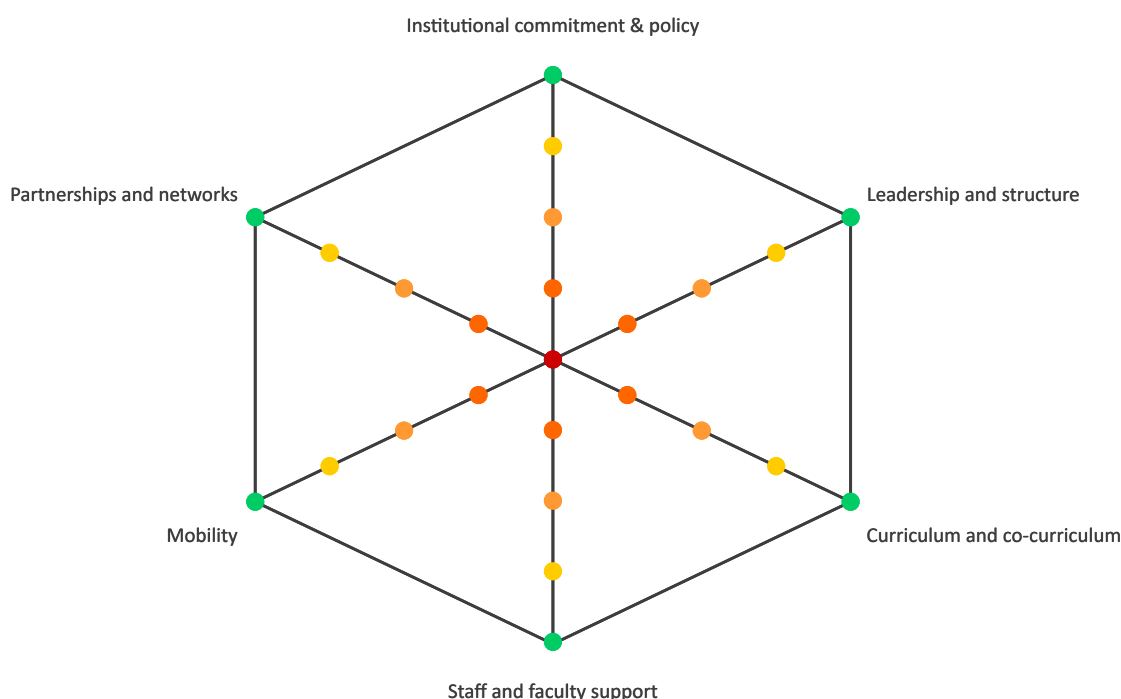


Figure 2. *The six pillars of comprehensive internationalisation (ACE, n.d.).*

The six pillars of the ACE Comprehensive Internationalisation Framework

To facilitate a systemic self-assessment of internationalisation, policies and practices are analysed based on the six pillars of comprehensive internationalisation (ACE, n.d.). It is expected that internationalisation strategies, along with their accompanying policies and practices, will vary among partner HEIs, each tailored to its local context and priorities. Analysing approaches to inclusive internationalisation for each ACE pillar offers a comprehensive overview for each partner, allowing for comparisons between them. The six ACE pillars are visualised in **Figure 2**. The questions in the ICI Self-Assessment Tool are structured around these six pillars of inclusive internationalisation. The following sections outline each dimension of the ACE model for comprehensive internationalisation and explain how these have been adapted to the specific aims and focus of the ICI project.

Institutional commitment and policy

Inclusive internationalisation requires prioritisation in an institution's strategic plan. In the self-assessment, we examine the explicit commitment to inclusive internationalisation by institutional leaders. The questions



further explore how strategies and policies are aligned to institutionalise this commitment, and how inclusive internationalisation is ensured—through planning, implementation, and monitoring—, so that it extends beyond a mere public statement. In some HEIs, this commitment is integrated into the overall institutional strategy, while others may choose to include it explicitly in a separate international strategy.

Leadership and structure

Leadership and structure refer to the systemic elements of the university organisation and the management actions that aim to ensure internationalisation is or becomes inclusive. Here we focus on two aspects. Firstly, how is it ensured, at a systemic level, that the strategy and policies are effectively implemented and monitored for their outcomes and impact? In other words, which plan-do-check-act (PDCA) management cycle is in place to support the continuous and critical dialogue? Secondly, what influence do specific student groups have, and how are they included in the decision-making process?

Curriculum and co-curriculum

The curriculum serves as the central pathway to learning for all students regardless of their background, goals, or abilities. An internationalised curriculum ensures that all students are exposed to global perspectives and develop intercultural competence. This is achieved by incorporating these elements into the institution's learning outcomes and assessments. In the self-assessment we examine the formal, informal, and hidden curriculum and the administrative services. We evaluate measures and quality mechanisms within the management cycles to ensure the staff walk the talk and to identify and address any 'hidden messages' that contradict the institution's commitment to inclusivity. In the ICI project, Collaborative Online International Learning (COIL) is integrated into the formal curriculum.

Staff and faculty support

As primary drivers of inclusive internationalisation, faculty and administrative staff play a pivotal role in student learning. To support staff, institutional policies and support mechanisms should provide opportunities for ongoing professional development and the enhancement of boundary-crossing competencies. In the self-assessment, we explore how lecturers and administrative staff are supported implementing inclusive internationalisation. Questions include how all staff should provide opportunities for ongoing professional development and the enhancement of boundary-crossing competencies for working in an internationalised university context.

Mobility

Mobility encompasses both the outward and inward physical movement of people (students, faculty, and administrative staff), as well as programs, projects, and policies to off-campus communities and other countries for learning, professional development, or collaboration. Given that the focus of ICI is on students, the self-assessment explores the accessibility of outgoing mobility for specific student groups and how incoming

mobility is integrated into the curriculum to benefit every student.

Partnerships and Networks

Partnerships and networks, whether internal and external, can be local or international. They can be primarily transactional or generate new ideas and programmes spanning all partners. They bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues. These partnerships offer global and intercultural experiences for faculty, administrative staff, and students, while also enriching the curriculum. In the self-assessment, we examine how partnerships and networks offer professional development opportunities for staff and access to international learning experiences for students (e.g., mobility, COIL).

For each pillar of the ACE model, the accompanying ICI self-assessment tool includes relevant questions. This tool is designed to help HEIs reflect on their approach to internationalisation. Part one of the self-assessment examines the institution's stated or desired position through desk research. Part two takes the form of a semi-structured protocol for interviews and/or focus groups, aiming to identify the actual real-life experiences and perceptions of relevant stakeholders within an institution.

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ICI Training

What is the ICI Training about?

Aim and purpose of the ICI Training

The ICI Training programme is designed to help participants address institutional issues that prevent students from benefiting from internationalisation, particularly those related to students' backgrounds and characteristics.

Intended ICI Learning Outcomes

The overarching intended learning outcomes (ILOs) of the ICI Training programme are the following.

After completion of the five modules of the training programme participants are able to:

- A. Explain the relevance and need for a focus on comprehensive inclusive internationalisation.
- B. Give examples of systemic and hidden exclusionary policies and practices at their own institution.
- C. Start a conversation within their own institution or department on how to address systemic and hidden exclusionary policies and practices (roadmap).

The ICI Modules

The ICI Training programme consists of five modules. They are connected to the issues identified in the institutional self-assessment. The five modules are:

1. Diversity and inclusivity in internationalisation
2. The hidden curriculum and involving ALL students
3. Boundary-crossing collaboration
4. Inclusivity in an international collaborative on-line environment
5. Scenarios and roadmaps towards inclusive comprehensive internationalisation

The Intended Learning Outcomes of the ICI Modules

Each module includes three Intended Learning Outcomes (ILOs). The first ILO of each module focuses on the knowledge relevant to the topic of the module. The second ILO involves identifying and exploring examples from their own institution related to the topic of the module. The third ILO addresses how participants can help their institution to enhance inclusivity in internationalisation to reach every student. All ILOs have been formulated as can-do statements.

Module 1: Diversity and inclusivity in internationalisation

After the completion of Module 1:

1. I can explain the ICI definition of inclusive, comprehensive internationalisation.
2. I can identify the different stakeholder groups at my institution that are involved in or are affected by inclusive internationalisation.
3. I can identify and analyse the challenges to inclusive internationalisation at my institution.

Module 2: The hidden curriculum and involving ALL students

After the completion of Module 2:

1. I can explain the concept of the hidden curriculum.
2. I can give examples of the hidden curriculum in the different contexts at my institution.
3. I can explain the impact of the hidden curriculum on student participation in internationalisation at home and abroad.

Module 3: Boundary-crossing collaboration

After the completion of Module 3:

1. I can explain the concept of boundary crossing and its impact on collaboration with diverse groups and stakeholders.
2. I can evaluate how my professional position affects my actions to include every student in internationalisation.
3. I can connect multiple stakeholders to enhance inclusive, comprehensive internationalisation within higher education institutions.

Module 4: Inclusivity in an international collaborative online environment

After the completion of Module 4:

1. I can describe the main opportunities and challenges of inclusive online international collaboration.
2. I can explain how the ICI model can be used to address the challenges of international online collaboration.
3. I can apply appropriate tools and activities to create more inclusive participation in an international online setting.

Module 5: Scenarios and roadmaps towards inclusive, comprehensive internationalisation

After the completion of Module 5:

1. I can **imagine** an ideal scenario that I would like my institution to reach regarding inclusive, comprehensive internationalisation.
2. I can **build** a realistic and concrete plan or roadmap to advance my vision.
3. I can **set up** checkpoints to correct, adjust and reformulate steps of this roadmap as it is being implemented.

Structure of the ICI Training

The ICI Training consists of an introduction, the training modules as well as a conclusion and wrap-up in the following order:

- Introduction to the ICI project and ICI Training; presenting the results of the institutional self-assessment
- ICI Training Modules 1-5:
 1. Diversity and inclusivity in internationalisation
 2. The hidden curriculum and involving ALL students
 3. Boundary-crossing collaboration
 4. Inclusivity in an international collaborative online environment
 5. Scenarios and roadmaps towards inclusive comprehensive internationalisation
- Conclusions and wrap-up

There is flexibility in terms of duration of the training, below we provide approximate timings with all activities:

- Introduction: 90 minutes
- Module 1: 160 minutes
- Module 2: 90 minutes
- Module 3: 120 minutes
- Module 4: 90 minutes
- Module 5: 160 minutes
- Conclusions and wrap-up: 70 minutes

The training can be organised either in an intensive format over a few consecutive days or as half-day or one-day workshops spread over several weeks or months. There is also the option to organise the training either entirely in a face-to-face format or with online components included. Regardless of the format, the ICI Training is to be interactive and conceived to empower staff towards contributing to the inclusiveness of the internationalisation of their institution.

Target group(-s)

The target group for the in-house training includes all university staff—academics, administrative, and support staff—with particular attention to ensuring the participation of underrepresented groups.





Guidelines on the organisation of the ICI Training

Based on the experiences from the in-house trainings organised by the partners during the ICI project, we offer some guidelines and tips for organising the ICI Training within your institution.

Things to consider prior to the training

- Before starting to plan an ICI Training at your institution, there needs to be an established ICI Core Team that has conducted the ICI Self-Assessment based on the Guidelines, first. The findings from the Self-Assessment are to be used as the basis for the ICI in-house training and also as an input for several activities carried out during the ICI Training. Hence the Self-Assessment is a pre-requisite for the Training.
- Bear in mind that the ICI model can be implemented involving the whole higher education institution, or it can be done in smaller units as well, for example at the departmental, school, or programme level, and hence ICI Training can also be targeted to a smaller audience.
- Regardless of whether the ICI model is applied to smaller units within a HEI or to the institution as a whole, it is important to make sure that the ICI Training involves mixed groups. Having different professionals and/or study fields and disciplines represented in the same group, enable practicing of boundary-crossing collaboration, facilitating multiprofessional and multidisciplinary approaches for exploring obstacles and co-creation of required solutions. Boundary-crossing collaboration is one of the core elements of the ICI model.
- The ICI Training requires that the participants are active and are able to critically view their organisation, work practices and perspectives. It is therefore necessary to create a safe and open environment for participation.
- In order to possibly start some changes and improve the inclusion in international opportunities for students, participants need time to reflect on issues covered and discussed during the training with other participants but also by oneself. Spreading the ICI Training content over several days is a good way to give participants the necessary time and space for reflection.
- It is important to have the support from the HEI leadership for implementing the ICI model within the institution in general and for delivering the ICI Training.
- Contact the Human Resources department, or equivalent to have the ICI training as part of staff training programmes they are offering.
- Think of how to acknowledge the participation in the ICI training. For example: staff can use work time for participating the training, issuing certificates, acknowledgement in the annual performance review, etc.
- Translate and/or update the ICI Training slides if necessary (see separate ICI Training Slide Deck).
- Practice implementing the ICI Training modules with other facilitators before starting the actual training to check the timings and how to carry out and relate the different activities to your

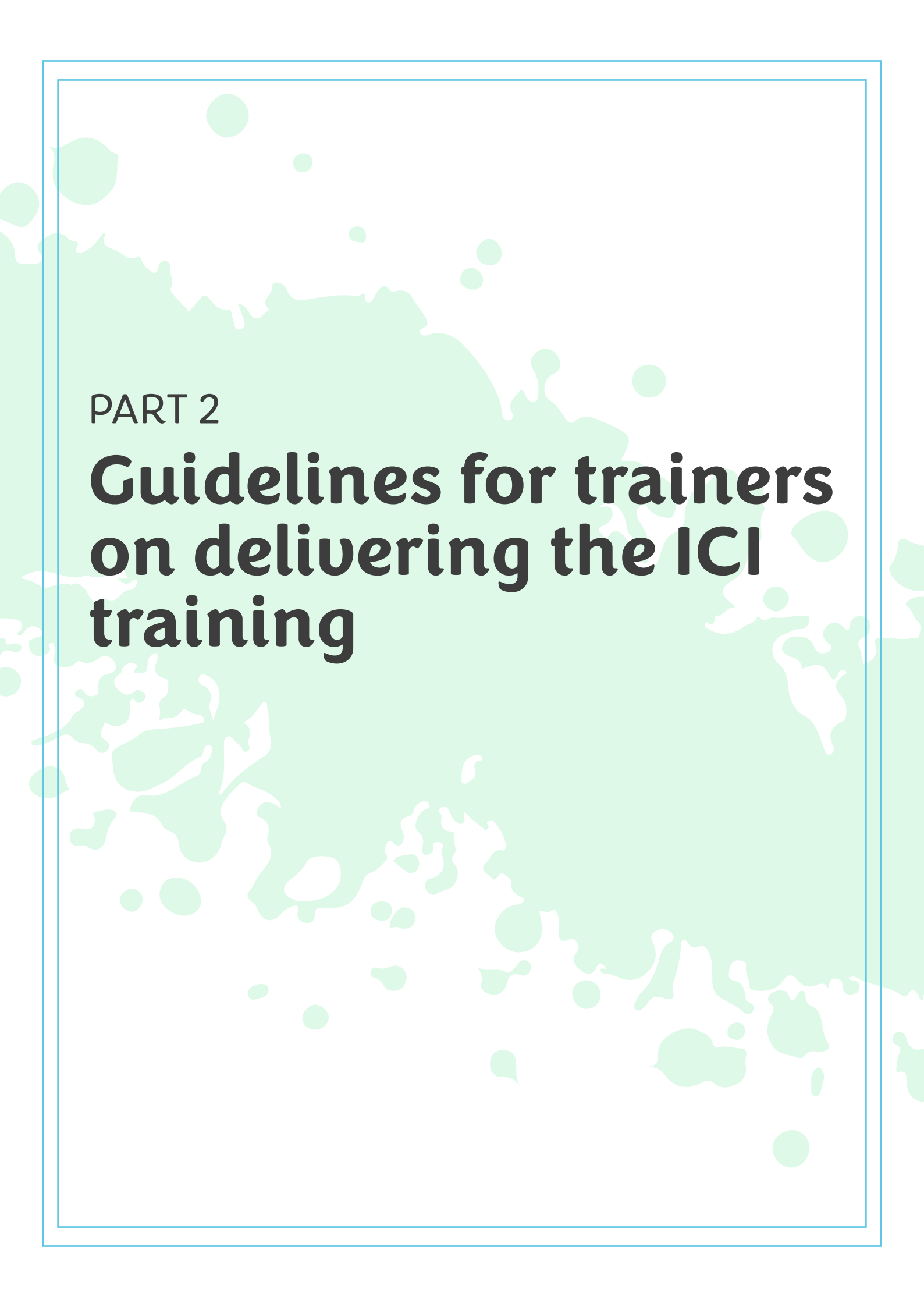
institution's context.

- Prepare pre-training and post-training surveys and translate them if necessary (useful templates in APPENDIX 4: Pre- and Post-Training Surveys) and make sure participants get them and fill them in before the training starts and after the training has finished.
- Prepare other relevant materials for training (useful templates for handouts and forms in APPENDIX 5: Templates, Forms and Handouts for the Training).
- Consider offering coffee/tea/soft drinks and some delicacies for the participants during the training breaks. This often helps to create positive atmosphere and makes participants stay close to the training location and mingle with others, offering the possibility to talk about the training and related topics as well as networking around the topic.

Things to consider after the training

- Encourage trainees to share the ICI Roadmaps for improving inclusion in internationalisation opportunities they created during the ICI Training within their own units, for example in joint faculty or departmental meetings. They can also enact as change makers in their own units facilitating unit level changes.
- Organise an open event for the trainees to share the plans they created during the ICI Training and their experiences. This event could for example occur at the same time you open the call for a new round of in-house ICI trainings. Encouraging peer examples and experiences helps promoting further ICI activities.
- Consider sharing the plans and experiences of the trainees in, for example, the institution's intranet or an institutional blog, vlog or podcast to disseminate the results but also to encourage others to join ICI activities.
- Note that the learnings, new perspectives and ideas as well as multiprofessional networks may trigger developing practices and process that enhance inclusion on a more general level, not only in activities related to internationalisation. Do pay attention to these as well when assessing the impact of the ICI Trainings and take them into account when disseminating the results.





PART 2

Guidelines for trainers on delivering the ICI training



Delivering the ICI Training

By Marina Casals Sala & Jeanine Gregersen-Hermans

Introduction

Delivering a successful ICI Training at your institution is not only achievable, but we are confident that you will do it with flying colours by following the simple steps and utilising the resources outlined in this manual. Even if you do not have much training experience, that is no obstacle—training is a skill that can be learned. All it takes is a positive mindset, understanding the basics (which we provide here), and consistent practice. After all, practice makes perfect!

Moreover, we recommend that you do not conduct this training on your own. The different perspectives of your core group—comprising academics, administrative staff, and students—will not only add significant value but also bring a range of skills and experiences that will greatly enrich the learning experience for your participants.

In this manual, you will find a first part that focuses on adult learning, peer learning, and essential information you need to consider. The second section focuses on delivering the training, along with tools and resources to enhance participant engagement. Finally, the third and last section addresses the challenges and difficulties that you may encounter as a trainer.

Intended Learning Outcomes

The intended learning outcomes (ILO) of any training define the expected results for participants upon completing a specific session. It is crucial to start by establishing what you want learners to achieve through the training you provide. The overarching learning outcomes for the ICI Training are outlined in **Box 1**.

Upon completion of the five modules of the training programme participants will be able to:

- A. Explain the relevance and need for a focus on comprehensive inclusive internationalisation.
- B. Give examples of systemic and hidden exclusionary policies and practices within their own institution.
- C. Start a conversation within their own institution or department on how to address systemic and hidden exclusionary policies and practices (roadmap).

Box 1. *Overarching Intended Learning Outcomes of the ICI training.*

These overarching ILOs represent the goals we strive to achieve through the training. They serve as our guiding compass throughout the preparation and delivery process, and they provide a means to assess how effectively we have met our objectives. These overarching ILOs are further translated into specific ILOs for each of the ICI Training modules. They must be communicated to the participants when promoting the course, as they are essential for managing participants' expectations.

Engaging participants

The target audience of the ICI Training are those members of your institution, who are interested in inclusive comprehensive internationalisation. They reflect the composition of the ICI core teams and forming a diverse group of academics, educational developers, international office staff, IT learning specialist, and other relevant staff. These participants share the common trait of being adults and peers, each bringing their own unique perspectives. Therefore, the ICI Training is built on the principles and techniques for adult and peer learning.

When you review the ICI Manual and ICI Training Slide Deck you will recognize how these principles and techniques are infused in the training. In **Box 2** some key principles for adult learning (Knowles, 1970) are shared.

Adults want to know why they should learn:

Make a case for the value of learning. Adults are more motivated when they understand the relevance and benefits of what they are learning ("What's in it for me?").

Adults bring experience to learning:

Respect and value the life experiences, knowledge, and skills that adults bring to the learning environment. Use these experiences as a foundation for new learning.

Adults are most interested in learning that has immediate relevance:

When the content aligns with their current roles or responsibilities, they engage more actively in the learning process. Focus on problem-oriented learning and problem solving.

Adults prefer self-directed learning:

Empower adults to take ownership of their learning. Engage them actively in the learning process through participation, self-directed activities, and problem-solving.

Box 2. Some key principles for adult learning applied in the ICI training (Knowles, 1970).



These principles guide the facilitation of adult learning and emphasise the importance of creating a learning environment that is relevant, engaging, and respects the autonomy and experiences of adult learners. Adult learning is most effective when it is learner-centred, interactive, and directly applicable to real-life situations.

To bring these principles for adult learning to life, the ICI Training is activity-based. To stimulate participants' engagement, collaborative and interactive exercises are included in the training to promote peer learning and reflection on their own practices and those of their institution. **Box 3** includes some examples of these techniques (Barkley et al., 2014) that we applied in the ICI Training.

Think-Pair-Share: Participants first think individually about a question or problem, then discuss their thoughts with a partner, and finally share their ideas with the whole class.

Jigsaw: Participants become experts in a specific area and then share their experiences with others in a cooperative group.

Roundtable: Participants discuss a topic in small groups, rotating between different tables to share insights and perspectives.

Gallery Walk: Participants analyse and discuss visual materials (e.g., posters, charts) displayed around the room.

Peer Review / consultation: Participants review each other's work and provide constructive feedback.

Role Play: Participants take on specific roles to explore different viewpoints or scenarios.

Debate: Participants engage in structured debates on controversial topics.

Case Study Analysis: Participants collaboratively analyse real-world cases to apply theoretical concepts.

Concept Mapping: Participants create visual representations of relationships between concepts or ideas.

Group Problem-Solving: Participants work together to solve complex problems and develop action plans.

Box 3. Learning techniques applied in the ICI training. Adapted from (Barkley et al., 2014).



On delivering the ICI training

There are various resources available online on how to create successful presentations or deliver training. Here are some essential tips that we consider crucial. This list is adapted from John Bates, URV, for the SUCTI Train the Trainers course.

Audience management

Know your audience

Know who your participants are, what they expect, and how much they already know is important to adapt the way that you deliver your course.

Connect with your audience

Capture their attention by explaining the benefits they will gain and why they should listen to you (establish your credibility). Guide their learning and ensure you make eye contact with everyone.

Manage your time

For each activity, clearly state how much time participants have to complete it. Give a reminder when there are 2 to 5 minutes remaining and prompt them to start wrapping up.

Manage conflict

A key tool is establishing a code of conduct at the start of the course, agreed upon by all participants (see Activity 0.2). When dealing with difficult participants, refer back to the group (e.g. Oh, interesting... Any different opinion? / What does the group think?). If the conflict consumes too much time, address it during breaks or after the course.



Participant engagement

Provide a clear structure

Highlight the structure within the training and keep referring to this structure. If participants feel that the course is not advancing logically, or has a confusing progression, they will disengage.

Vary the interaction

Different activities, something to listen to, a little video, a short presentation, group work or work in pairs, plenary discussion; the ICI Training includes a variation of methods that makes the course more interactive and fun for participants.

Use visual aids effectively

The ICI slide deck is a visual complement to your presentation. It does not need to be self-explanatory, text-heavy, or overloaded with information. Ensure that you are well-prepared to elaborate on the content.

Trainer do's and don'ts

Mind your language

Ensure there is a shared understanding of the key vocabulary used in the course. Do not assume that people understand what you mean. Limit the use of jargon or acronyms. Be careful with humour as this can be easily misinterpreted.

Mind your body language

Lack of movement may make your delivery boring and static, but excessive movement (such as pacing or exaggerated hand gestures) may come across as intense and potentially overwhelm participants.

Pact with your co-trainers

The ICI Training is designed to be co-facilitated by different trainers, including students, academic staff, and administrative staff. Be clear about the various roles, tasks and responsibilities. Regardless of the situation, avoid contradicting your co-trainer.

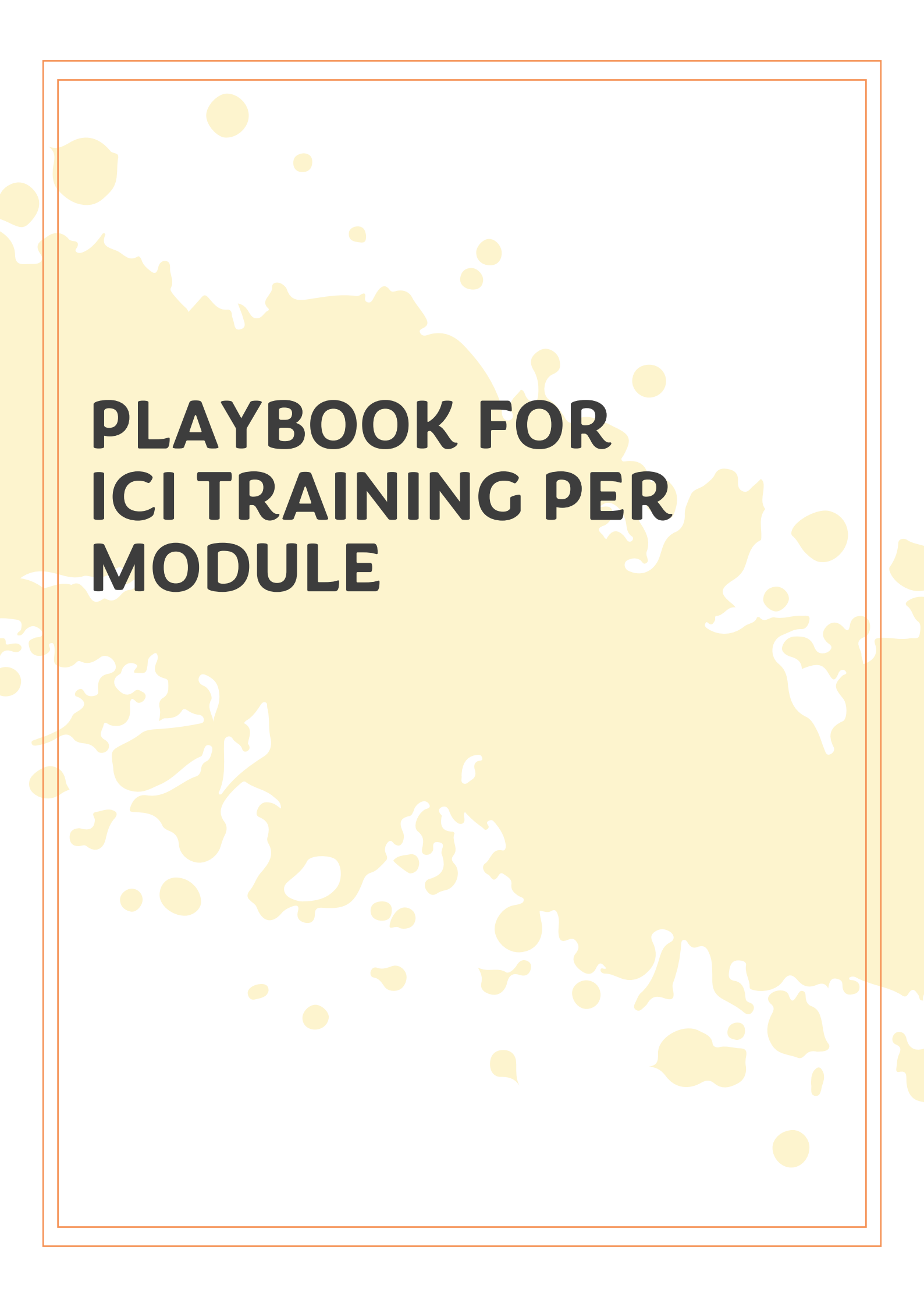
Be gentle and ready to adapt

No matter how well you and your co-trainers are prepared, do not expect the training to go exactly as planned. Our key tip is to stay flexible and remember that your participants are adult learners. This is their training programme, and the learning must be relevant for them.

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PLAYBOOK FOR ICI TRAINING PER MODULE



Each module has numbered inputs and activities. Inputs provide participants with information related to the content, topics and/or processes of the module, as introduced by the facilitators. Activities are learning assignments and actions directed at the trainees and conducted by the facilitators.

This training manual should be used alongside the ICI Training Slide Deck as each input and activity is linked to specific slides in the ICI Training Slide Deck that are listed in the instructions for each input and activity.

It is important for the facilitators to

1. familiarise themselves with the instructions and guidelines beforehand, including the ICI Framework outlined in Part 1 of this manual
2. prepare slides and materials
3. consider concrete examples from the context or institution of the facilitators and/or participants in the training when necessary.

It is beneficial to give time and space when participants engage in active discussion about the topics of the training. These discussions are crucial for learning and fostering a shared understanding of the content.

Before the ICI Training starts, it is recommended to provide participants with voluntary pre-training assignments. Suggestions for the pre-training assignments can be found in the Appendix 5. Pre-training assignments enable participants to familiarise themselves with the different topics coming up in the training and consider some of the related questions and topics already beforehand. Some trainees might feel more comfortable having a possibility to prepare for the training and the forthcoming topics in it. Pre-training assignments are such that they can help participants with preparation. However, if some of the participants are not able to look at them beforehand, they will still be able to join the training as the topics and/or questions will be introduced there too for the group.

When preparing the ICI Training and the related material for the training in your institution, you need to choose three issues from the ICI Self-Assessment that are to be included in the Self-Assessment Bingo activity in module 1. These issues are going to be used in the activities of module 5, too.

Prior to the ICI Training or at the beginning of the training, it might be helpful to introduce various internationalisation opportunities available for the students at your institution to the training participants, and to provide concrete examples of these opportunities. Since participants come from diverse backgrounds, they may not be familiar with these options. You could also ask participants what they already know and then add examples if necessary.

One option is to look at different internationalisation opportunities outlined in the ACE model for comprehensive internationalisation to show how complex and multifaceted this topic can be.



Module: Introduction to the ICI Training

Overall purpose of the Introduction

Setting the context, objectives, expectations, and methodology for the training establishes a foundation for it to evolve effectively.

Input 0.1: Reminding participants about the pre-training survey and providing information regarding the post-training and follow-up surveys

Procedure

Remind the participants: “Please remember to complete the pre-training survey. The link has been sent via e-mail, but you find the link/QR code also on the slide. Keep your code safe! Use the **same** code for both the pre- and post-training surveys. **Thank you** for taking the time to do this carefully and thoughtfully. It is crucial for us!”

Further: “There will be a follow-up survey in 3-4 months sent to all participants to assess the impact of the training. Please keep your code!”

Materials/Equipment required

Presentation materials: Slides 2 and 3.

Timeframe

5 min

Watch-out

Allowing time for participants to complete the survey at the very beginning of the course, before any content is given.

Input 0.2: Introducing the structure of the course; Introducing the trainers/the ICI Core Team

Note for preparations: Slide 6, which introduces the trainers and the ICI Core Team, needs to be updated to include the pictures of the trainers for the respective course. Presenters should be prepared to briefly introduce each trainer/ICI Core Team member to the participants, including their name, job title, and role in the team.

Procedure

Lecture-style presentation by facilitators

Materials/Equipment required

Presentation materials: Slides 5 and 6.

Timeframe

10 min

Watch-out

The introduction is important, as it allows to set the context, the objectives, the expectations and the methodology that the course will have. Do not rush the introduction. It is important to do it well as it is the basis on which the training can evolve afterwards.





Activity 0.1: We want to know you!

In this activity, participants will get to know each other better by sharing their professional roles, thoughts on inclusivity and who they are behind their professional identities. They will interview each other in pairs and introduce their partner through the game of “Two Truths, One Lie.” This fun approach helps everyone connect on a personal level, as people tend to remember personal facts more easily than professional details.

Purpose of the activity

To introduce participants to one another, establish good rapport, and demonstrate that this training course will be “different,” while encouraging their genuine personal engagement.

Procedure

STEP 1:

Ask participants to pair up with someone they do not know well, if possible. The pairs are instructed to ask each other the questions on the slide 7 and take notes: “Name, Department/Unit/Faculty, For you inclusion is..., Three personal facts (two truths and one lie). This will take 5-7 minutes in total.

STEP 2:

The whole group comes back together, and in pairs, participant A will introduce participant B to the entire group, and vice-versa. They will share three personal facts about their partner (e.g. “My colleague has climbed Kilimanjaro, loves baking and has 5 cats”). Out of these three **personal** facts, one must be a lie and the other two must be true. The rest of the group will try to identify which statement is the lie. The lies should not be obvious. The facilitator will assist the group in “voting” (hands up) for the statement they believe is the lie.

Materials/Equipment required

Presentation materials: Slide 7.

Timeframe

20 min

Activity 0.2: Code of Conduct for the training

In this activity, participants engage in establishing a code of conduct for the training to set ground rules around several key aspects, such as the use of technology during the training (phones, computers), punctuality and timing, and the methodology. Participants will agree on the importance of respecting each other's opinions, even if they differ from their own. Additionally, participants will emphasise the need for active listening and the principle of not monopolising the conversation (one microphone rule).

Purpose of the activity

The goal is to establish a code of conduct that all participants agree upon, making it the accepted way of working during the training. By creating and consenting to these rules themselves, participants foster a shared understanding of acceptable behaviour during the training. This approach helps to create a sense of ownership and foster a relaxed environment where everyone knows what to expect. If someone fails to abide by these rules, the facilitators can reference the code of conduct as a valid instrument to encourage respect and compliance throughout the training.

Procedure

Ask the group: "What do you value in training courses? What is important to you during a training course? What would you like to avoid at all costs? Let's establish the ground rules we want to follow."

Examples of some rules of the code of conduct that you can suggest to include:

- Be respectful. Respect everyone's opinion!
- What is said within the group stays within the group (we don't mention other participants by name outside).
- Allow everyone to participate equally.
- Do not interrupt others > One-microphone rule!
- Be open, participative and generous!
- Be on time!
- Refrain from using phone or computers during the training course (only during breaks).
- Let's learn and have fun!

Emphasise that all participants are encouraged to share their thoughts or ask questions, assuring them that no question will be considered silly and no idea is deemed impossible or dumb. The goal is to exchange opinions and ideas in order to learn with and from each other.

To conclude, invite participants to ask questions as they arise and remind them that the course methodology is interactive, collaborative and inclusive. Encourage them to think outside the box and allow themselves to consider things from different perspectives.

Materials/Equipment required

Presentation materials: Slides 8, 9 and 10.

Timeframe

15 min

Activity 0.3: What are your expectations?

During this activity, the participants engage in a discussion about their expectations for the training, helping to align them with its objectives. While some participants may have a clear understanding of what the training entails, others may have different ideas. Therefore, it is essential to ask about their expectations. This allows facilitators to clarify and confirm, saying, “Yes, we will cover A, B, and C, but not D, as it is outside of the scope of this training”.

Purpose of the activity

To align the participants’ expectations with the objectives of the training, ensuring that everyone is on the same page. This alignment helps to prevent any feelings of disappointment or dissatisfaction among participants who may have different expectations than what the course intends to focus on.

Procedure

STEP 1:

The facilitator provides participants with two different-coloured Post-it/Sticky notes and asks them to share their main expectation on a post-it of one colour and their hidden agenda (secondary/personal expectation) on a post-it of the other colour. For example: “My main expectation is to learn about inclusion and understand how internationalisation can be more inclusive” or “I want to know how to approach my work in a more inclusive way”. Expectation B (a hidden agenda) could be something like: “Get away from the office’s crazy workload for a few hours,” “Learn something different,” or “Get to know colleagues from other units”. The hidden agenda typically refers to personal aspects. Participants are instructed to write down their expectations on the two-colour Post-its and place them up on a flip-chart paper or board.

STEP 2:

The facilitator will read through the main expectations, while the co-facilitator (or the same facilitator) reads the hidden agenda-expectations as well. This process should be made dynamic and fun. The facilitator should address any expectations that will not be covered during the training to ensure clarity regarding the training’s aims. They can even joke with the group, suggesting that the hidden agendas are the real reasons why people attend the training. The expectations can be left up on the wall, and at the wrap-up of the training, the facilitator will visit them again to ensure that most (if not all) have been addressed (see slide 98, after activity 6.2 in the wrap-up).

Materials/Equipment required

Presentation materials: Slide 11.

Timeframe

15 min



Input 0.3: Introducing the purpose of the ICI Training and the overarching Intended Learning Outcomes

In this activity, the facilitators explain the purpose of the training, and describe the three overarching Intended Learning Outcomes (ILOs).

Purpose of the activity

Participants gain a better understanding of the purpose of the training and are introduced to the overarching ILOs of the training.

Procedure

Lecture-style presentation by facilitators. As a facilitator you can offer further explanation for the ILOs in the following way:

“ILO 1 refers to questions why we should focus on inclusive internationalisation, and which problems we are addressing with the ICI project and the ICI Training?”

ILO 2 means that we want to be hands on and have a strong link with the daily practice in the own institution. Concrete examples work best to help people to understand.

ILO 3 means that the training aims to create insight and offer the tools to START the conversation / dialogue within the own institution and the own sphere of influence. “

Materials/Equipment required

Presentation materials: Slides 12 and 13.

Timeframe

10 min

Input 0.4: Introduction to the ICI project

In this activity, facilitators introduce the ICI project to provide context for the course and inform participants about how they can stay updated on the project's progress through resources such as the website and social media links.

Purpose of the activity

To introduce the ICI project and explain how it connects to training.

Procedure

Facilitators deliver a lecture-style presentation, with a special focus on introducing the vision of the ICI project and outlining the components of the ICI Framework. Additionally, facilitators will explain the role of the ICI Core Teams as the main change agents for implementing inclusive comprehensive internationalisation within institutions.

Materials/Equipment required

Presentation materials: Slides 15, 16, 17 and 18.

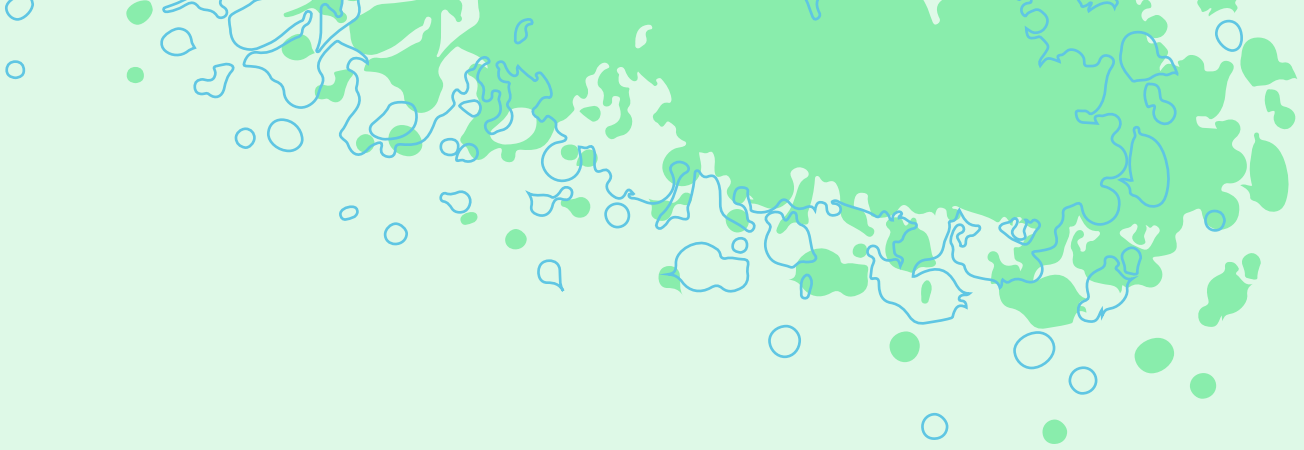
Timeframe

15 min

Link to overarching ILOs

ILO 1





Module 1: Diversity and inclusivity in internationalisation

Overall purpose of the module

This module is included in the training program to address the critical learning need for enhancing inclusivity and diversity in the internationalisation of higher education. The necessity for this module has arisen from self-assessments conducted by institutions, which revealed challenges and gaps in understanding and implementing inclusive internationalisation practices. By focusing on definitions, analysis, and practical solutions, this module equips participants with the knowledge and skills needed to bridge these gaps and promote more equitable and inclusive higher education environments.

Intended learning outcomes (ILOs)

After the completion of module 1:

1. I can explain the ICI definition of inclusive, comprehensive internationalisation.
2. I can identify the different stakeholder groups at my institution that are involved in or are affected by inclusive internationalisation.
3. I can identify and analyse the challenges to inclusive internationalisation in HE at my institution.

Resources / Further reading

- United States Coast Guard: Diversity Management Handbook A Guide for Organisational Change, 12/3/2009. Web-based Leaders' Toolkit, Technology Workforce Partners. 2002: https://www.dcms.uscg.mil/Portals/10/CG-1/diversity/docs/pdf/Diversity_Management_Handbook.pdf
- Lou K., Dean B., Signs of change. Global Diversity Puts New Spin on Loden's Diversity Wheel. <https://www.scribd.com/document/486902822/Global-Diversity-Puts-New-Spin-on-Loden>
- Diversity and inclusivity in HE: Saliari, Stella: "Walking the talk in inclusion and diversity", EAIE Blog. European Association for International Education, 28 Feb 2023. <https://www.eaie.org/blog/practicing-inclusion-diversity.html>

- Larson, Erik: “New Research: Diversity + Inclusion = Better Decision Making At Work”, Forbes, Sep 21, 2017. <https://www.forbes.com/sites/eriklarson/2017/09/21/new-research-diversity-inclusion-better-decision-making-at-work/>

Input 1.1: Introducing the ILOs and the agenda for module 1

Procedure

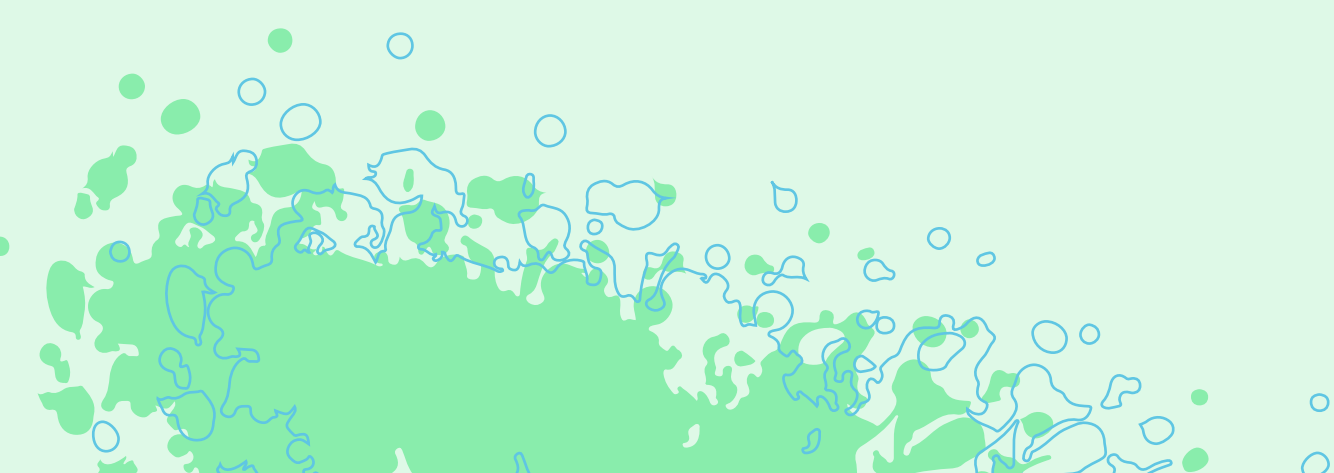
Lecture-style presentation by facilitators.

Materials/Equipment required

Presentation materials: Slides 20 and 21.

Timeframe

5 minutes





Activity 1.1: Definition of ICI

In this activity, participants engage in a discussion aimed at presenting the key ICI concepts and definition of inclusivity in the context of higher education internationalisation. Participants are encouraged to actively share their perspectives and insights, relating these concepts to their roles and experiences within the institution.

Purpose of the activity

To introduce key concepts and definitions of inclusivity in higher education internationalisation and encourage participants to connect these concepts to their roles.

Procedure

Present the ICI project's definition of 'inclusive internationalisation' and engage participants in a discussion in groups: "What are the key elements that stand out for you in this definition? Discuss for 5 minutes and then share in just one sentence or word."

Make sure that there is sufficient time to break down the elements of the concept. It should not simply be read aloud, rather, participants must understand its different components, including dialogue, continuous improvement, critical reflection, action-oriented approaches, involvement of all stakeholders, and benefits for all students.

Materials/Equipment required

Presentation materials: Slide 22.

Timeframe

15 min

Possible Variations

Encourage participants to share personal experiences related to inclusivity and diversity.

Watch-out

Allow time for discussion. Ensure active participation from all participants.

Link to ILOs

ILO 1

Activity 1.2: The WHY? – What problem is ICI trying to solve?

In this activity, participants further explore the reasons behind **why** ICI and the problems it aims to address. This involves reflecting on fundamental questions: Is internationalisation reaching **all** students? If not, how can we identify reasons behind this? Participants will discuss who is being left out, what factors could help reach all students, and what barriers may hinder this process?

Purpose of the activity

To explore and discuss the impetus behind ICI, as well as the diversity and complexity of reasons why not all students participate in internationalisation activities. Participants will also recognise the importance of adopting a systemic approach to identify both the underlying reasons and potential solutions.

‘Systemic’ refers to the ICI approach for assessing inclusivity at the institutional, faculty, department or programme level.

Procedure

Present the reflection questions from slide 23 to the group: “Is internationalisation reaching **all** students? If not, **why** not? Which types of students are missing out? What helps? What hinders this?” Reflection can be done either as a whole group or in smaller groups for 10 minutes. Instruct the participants: “Discuss these questions, write down your answers, and appoint a spokesperson to share your group’s results.” If multiple groups are involved, ask one group to start, and then have the subsequent groups add any points that were not mentioned until all groups have shared their discussions.

At the end, as the facilitator, present the conclusion: “Inclusive internationalisation does not rely solely on individuals. We need to look at the university as a system and identify which elements of the system are preventing students from participating in these opportunities. This is why we take a systems approach, aiming to identify what is hindering inclusion and how we can collectively work to change this.”

Materials/Equipment required

Presentation materials: Slide 23.

Timeframe

15 min

Possible Variations

Encourage participants to provide real-life examples related to the identified points.

Watch-out

Ensure participants are actively engaged in the discussion.

Link to ILOs

ILO 1, ILO 2, ILO 3

Activity 1.3: Who are the stakeholders that need to be involved?

In this activity, participants will explore and identify **who** the different stakeholders they believe are important for promoting inclusive internationalisation within their institution.

Purpose of the activity

Allow participants to share their perspectives on who they see as the key stakeholder for inclusive internationalisation within their higher education institution (HEI), faculty, school, or department. This activity provides an opportunity for both participants and trainers gain insight into how others view different stakeholders and may reveal some stakeholders that were previously overlooked.

Procedure

Present the reflection questions to the group: “When we talk about Inclusive Comprehensive Internationalisation, who are the stakeholders that we need to include? Who in your institution plays a role in this process? Remember to think broadly.”

One idea could be to link this discussion to the earlier suggestion about the composition of the ICI Core Team, mentioned in the introduction.

It is important for facilitators to ensure that **students** are mentioned in this discussion, especially if this does not come up otherwise.

Materials/Equipment required

Presentation materials: Slide 24.

Timeframe

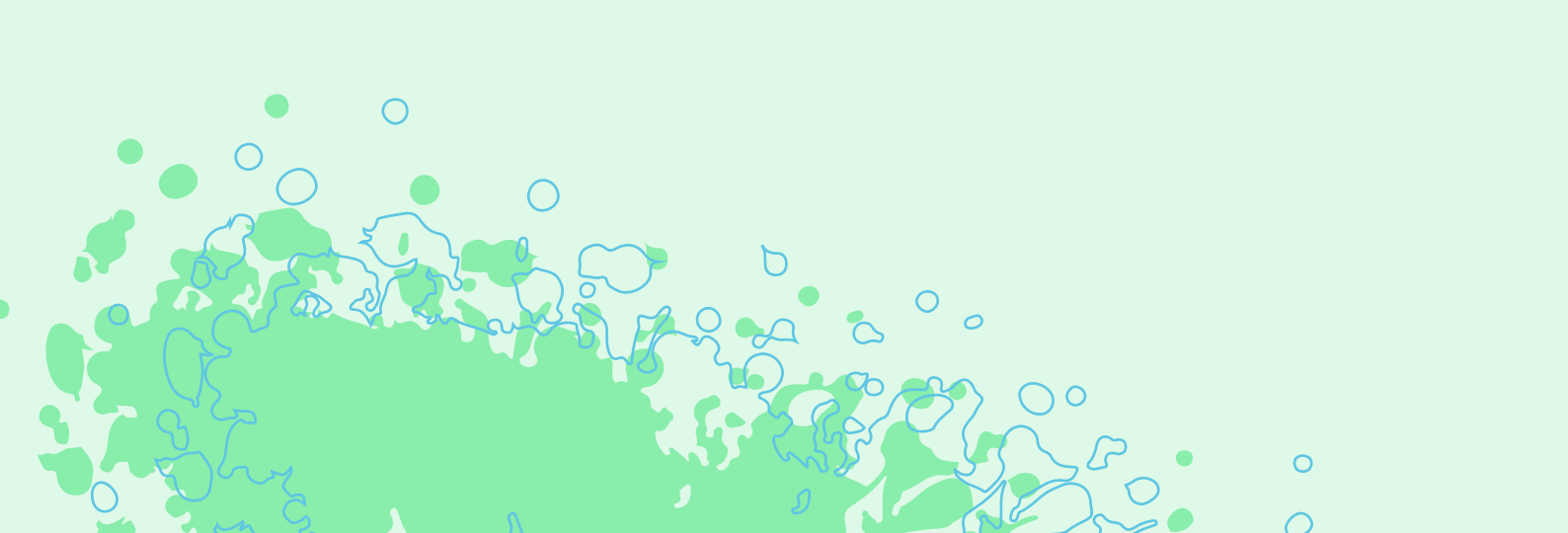
10 min

Watch-out

Ensure participants are actively engaged in the discussion.

Link to ILOs

ILO 2





Input 1.2: Introducing the ICI Framework

During this activity, the facilitators describe and explain the ICI Framework and its various components, focusing on their practical implications.

Note for preparations: *It is important that facilitators familiarise themselves thoroughly with the ICI Framework beforehand and consider concrete examples from their own institution. These examples will help to illustrate how the theoretical concepts of the framework are reflected in practice, highlighting different elements of the framework for better understanding and engagement.*

Purpose of the activity

Participants gain a deeper understanding of the ICI Framework including its components and dimensions, and how it applies to the practical realities and inclusive internationalisation practices within their own institution.

Procedure

Lecture-style presentation.

Describe and explain to the participants the ICI Framework and its different components, and what they mean in practice:

- The 'Strategy' corresponds to Part 1 of the ICI self-assessment (Desk research);
- The 'Inclusive internationalisation' - which represents the current reality - corresponds to Part 2 of the ICI self-assessment (interviews/focus group discussions revealing the lived experiences of our stakeholders);
- To move from 'Strategy' to a 'Real Inclusive Internationalisation practice', one must take into account three dimensions of 'Inclusivity' ('Influence', 'Attitude' and 'Transparency').
- These three dimensions of 'Inclusivity' will be introduced in detail next, while the topic of 'Boundary Crossing Collaboration' will be addressed in module 3.

Also explain to the participants when and how Part 1 and Part 2 of the ICI self-assessment were conducted at their institution (refer to Activity 1.5 for additional context).

Materials/Equipment required

Presentation materials: Slides 25, 26, 27 and 28.

The ICI Framework handout. It is strongly recommended to give participants images of the ICI Framework (slides 25-28) as a handout and ask them to keep it with them throughout the ICI Training. There is a ready template for this handout in the Manual APPENDIX 5: Templates, Forms, and Handouts for the Training,

Template 2: Handout for Images for the ICI Framework.

Timeframe

15 minutes

Possible variations

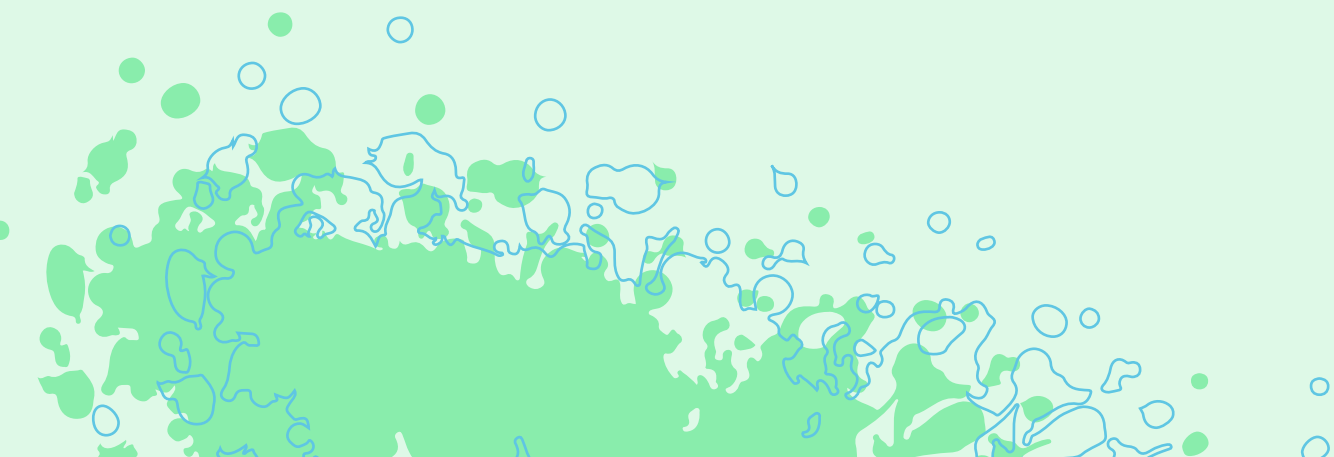
If participants have received the ICI Framework on paper in advance of the training course, you can begin with a question to the audience. “What are your key takeaways from the ICI Framework?” Follow up with, “What needs clarification?” and “Is there anything you would like to add to the Framework?”

Watch-out

Making this part interactive may have time implications, so it is important to manage the discussion carefully to ensure that it fits within the allocated time for the session.

Link to ILOs

ILO 1



Activity 1.4: Exploring dimensions of inclusivity: Building a collage

In this activity, participants engage in creative group work. By using pictures from magazines to create collages that express their perceptions of the three dimensions of 'Inclusivity' of the ICI Framework: 'Influence', 'Attitude' and 'Transparency'.

Purpose of the activity

To encourage participants to share their thoughts and perspectives on the three dimensions of inclusivity and to explore what these dimensions might mean in practice.

Procedure

Divide the participants into groups and instruct them to create a collage that represents the three dimensions of 'Inclusivity': 'Influence,' 'Attitude,' and 'Transparency' using pictures.

After the activity, spend some time debriefing the exercise using reflective questions, such as: "What does this image tell you?", or "Why did you choose this picture? How does this collage relate to the definition of ICI? How does it connect to stakeholders?"

Materials/Equipment required

Collection of different magazines for pictures in collages. Scissors for cutting pictures and glue.

Presentation materials: Slides 29 and 30.

Timeframe

10 min

Possible Variations

It is also possible to split the task and assign each group to create a collage focused on one specific dimension of 'Inclusivity'. This approach can enable deeper exploration and discussion of each dimension: 'Influence', 'Attitude', or 'Transparency'.

Watch-out

Max number of participants for each subgroup is three.

Link to ILOs

ILO 1



Activity 1.5: Bingo for self-assessment results

In this activity, participants engage in examining different statements from Self-Assessment Part 1 and Part 2 related to ICI, and identifying the most relevant ones for their own institution. This is done through the game of Bingo. In the following discussion, participants are encouraged to explore the reasons behind the issues within these different statements, thereby developing their understanding on the state of ICI in their own institution. The most relevant issues identified will serve as the basis for other activities in other modules later on.

Note for preparations: *The facilitator could propose a short break before this section or otherwise make sure that participants are aware that the training is now entering a different phase, where they begin to link the content to the context of the organisation by examining the self-assessment results.*

Purpose of the activity

To review and discuss the results of the self-assessment and to gain a better understanding of their background.

Procedure

STEP 1:

Participants are divided into smaller groups and each group is given a Bingo sheet.

STEP2:

Instruct the participants: “On the Bingo sheet, there are nine statements, derived from the self-assessment process at the various ICI Institutions. Among them, three statements are specific to your institution.

- “Firstly, discuss in your group which statements you think could be applicable to your institution and why.
- Secondly, select the three statements you believe are actually from your institution and place them in the **bingo** sheet from top left to bottom right (see blue arrow) in the slide picture.
- The group that gets it right first will be the Bingo winner.”

STEP 3:

Once all groups have made their selections for the three issues in the Bingo sheet, read out the correct three issues from the self-assessment of the institution, one by one. The group that has all three correct issues in their Bingo sheet and shouts ‘Bingo’ first is the winner.

STEP 4:

Open a discussion, for example asking: “Why do you think these three were the issues in your institution? What kind of examples could illustrate these? What other issues were perhaps listed as correct answers, and if so, why?”

After the Bingo is complete, instruct the participants: “Apart from identifying the issues that correspond to our institution, it is important to ask why these issues exist. So, why are these issues present? Please note that we will revisit these three issues from the self-assessment Bingo in module 5, so it is advisable to make note of them to remember later.”

The most interesting and relevant part of this activity is the various discussions within smaller groups and with the whole group about the different statements and issues. It is enlightening to see that many statements could be shared among institutions, while others differ in our home institution. Participants will also consider different concrete examples of possible obstacles and enablers for inclusivity in internationalisation opportunities within their institution.

Materials/Equipment required

Presentation materials: Slide 31.

A Bingo sheet including three issues from the institution’s self-assessment and the Bingo grid. There is a ready template listing examples gathered through ICI project as well as a Bingo grid in APPENDIX 5: Templates, Forms, and Handouts for the Training, Template 2: Template for Activity 1.5 BINGO for the Self-Assessment results.

Timeframe

15 min

Possible Variations

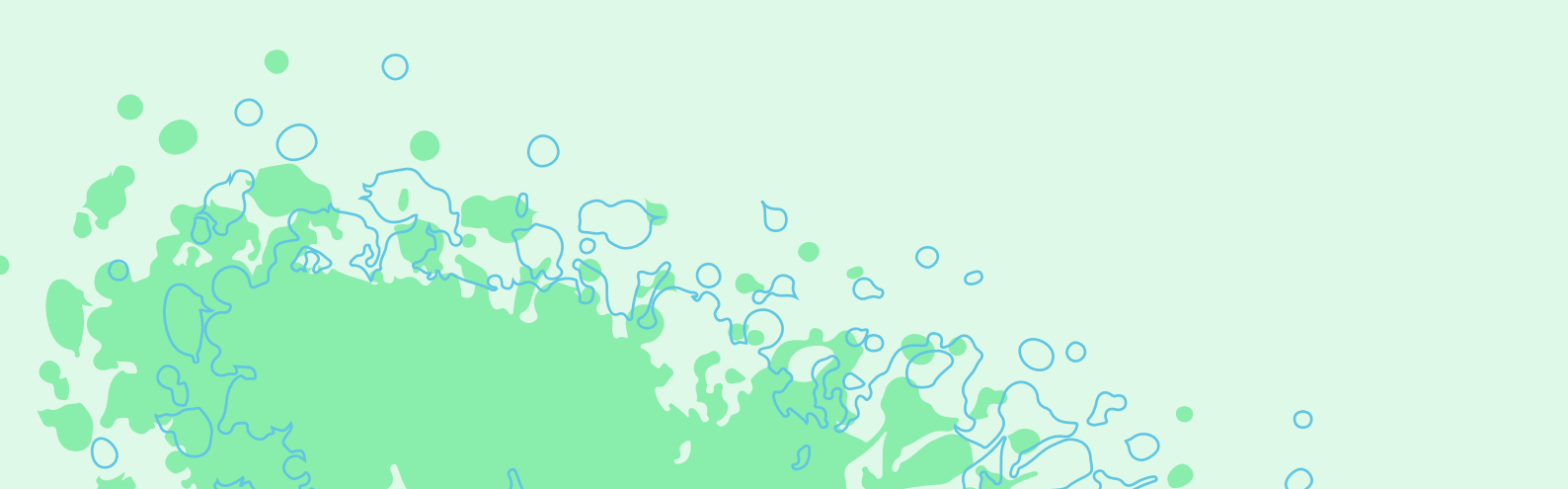
The self-assessment identified a wider range of issues. The activity could be expanded to explore additional issues that have emerged from the self-assessment (Variation 1), or participants could be asked to share their own examples (Variation 2).

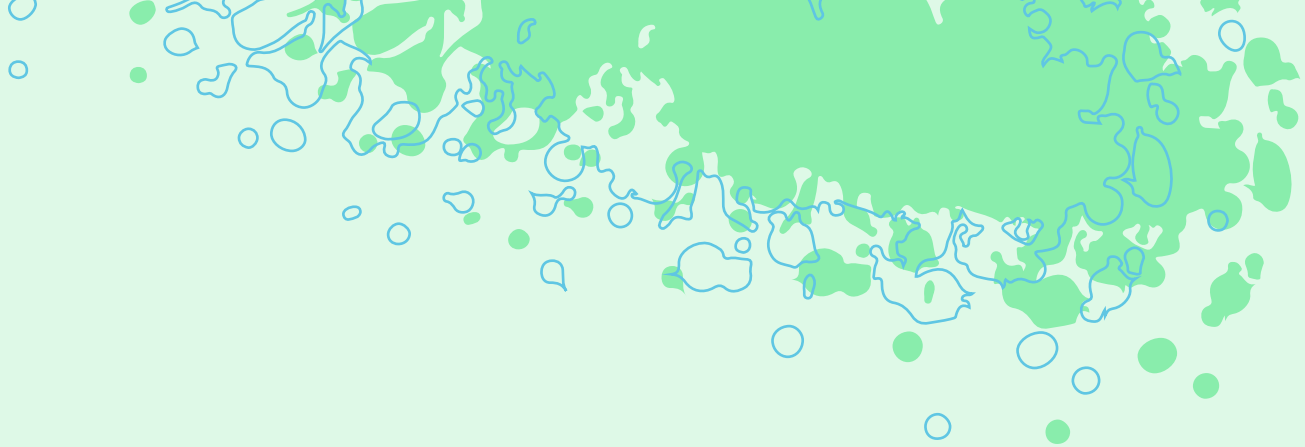
Watch-out

Ensure the discussion is connected to the ICI Framework, including its definition and the different dimensions that impact inclusivity.

Link to ILOs

ILO 1, ILO 2, ILO 3





Input 1.4: Six pillars of comprehensive internationalisation

A lecture-style presentation by facilitators explaining the American Council on Education (ACE) Framework of Comprehensive Internationalisation and its six pillars adjusted for the ICI context: 'Institutional Commitment and Policy', 'Leadership and Structure', 'Curriculum and Co-curriculum', 'Faculty and Staff Support', 'Mobility' and 'Partnerships and Networks'.

Note for preparations: *It is important that the facilitators are well familiarised with the six pillars of the ACE Framework adjusted for the ICI context from the ICI Framework, and are able to explain what each pillar refers to within the ICI context.*

Purpose of the activity

Introduce the ACE Framework of Comprehensive Internationalisation and its six pillars, adjusted for the ICI context, which is utilised as one of the elements of the ICI Framework.

Procedure

Explain to the participants: "The six pillars of the American Council of Education (ACE) Framework have been adapted for the ICI context, with a stronger focus on student experiences. We will introduce the six pillars and explain what each refers to in this context. Detailed descriptions of the pillars are included in the ICI Framework. Using these pillars help us maintain a systemic approach when implementing the ICI model."

Materials/Equipment required

Presentation materials: Slide 32.

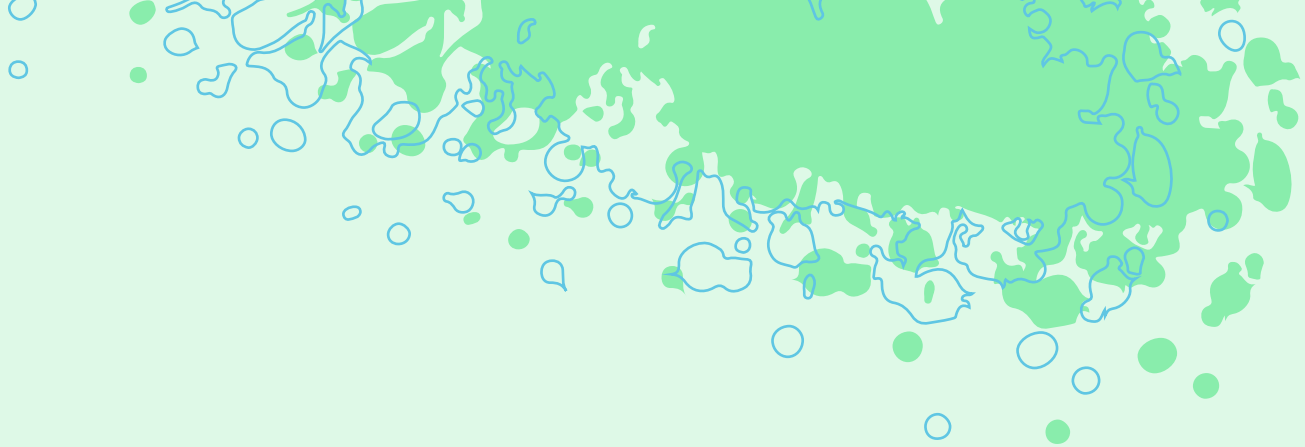
The ICI Framework paper (pages 13-20 of this training manual).

Timeframe

20 min

Link to ILOs

ILO 1, ILO 2



Activity 1.6: Group discussion: Linking Bingo issues to the six pillars

Following the introduction to the Six Pillars of the Comprehensive Internationalisation, participants are invited to explore which different pillars correspond to the three issues identified in the previous Bingo activity (Activity 1.5).

Purpose of the activity

To explore and to understand how the results of the self-assessment are linked to these different pillars. The ACE framework covers all dimensions of internationalisation, making it a useful tool for analysing inclusive internationalisation from a systemic perspective. This activity also aims to examine the background of the issues within the institution concerning enhancing inclusiveness in internationalisation.

Procedure

STEP 1:

Introduce the discussion questions to the participants: “Think of the three issues identified in the previous Bingo activity.

- What could be the problem(s) behind each one of the issues?
- Which one(s) of the six pillars are they linked to?
- You have 15 minutes!”

STEP 2:

Explain again the inclusivity dimensions of the ICI Framework, and promote the group as a whole to brainstorm on how the issues could be “solved” with an inclusive approach by asking: “Can we suggest inclusive solutions? Remember the inclusivity dimensions of the ICI Framework: Influence, Attitude and Transparency! You can check these from your ICI Framework handout you received in the beginning of the training.”

Be mindful of the responses and remind the participants that the student should not be at fault, but it is the institution that has room for improvement.

Also remind them that connecting the self-assessment issues to the six pillars is crucial for maintaining a systemic approach.

Materials/Equipment required

Presentation materials: Slide 33.

The ICI Framework handout distributed to participants in the beginning of the training.

Timeframe

25 min

Possible Variations

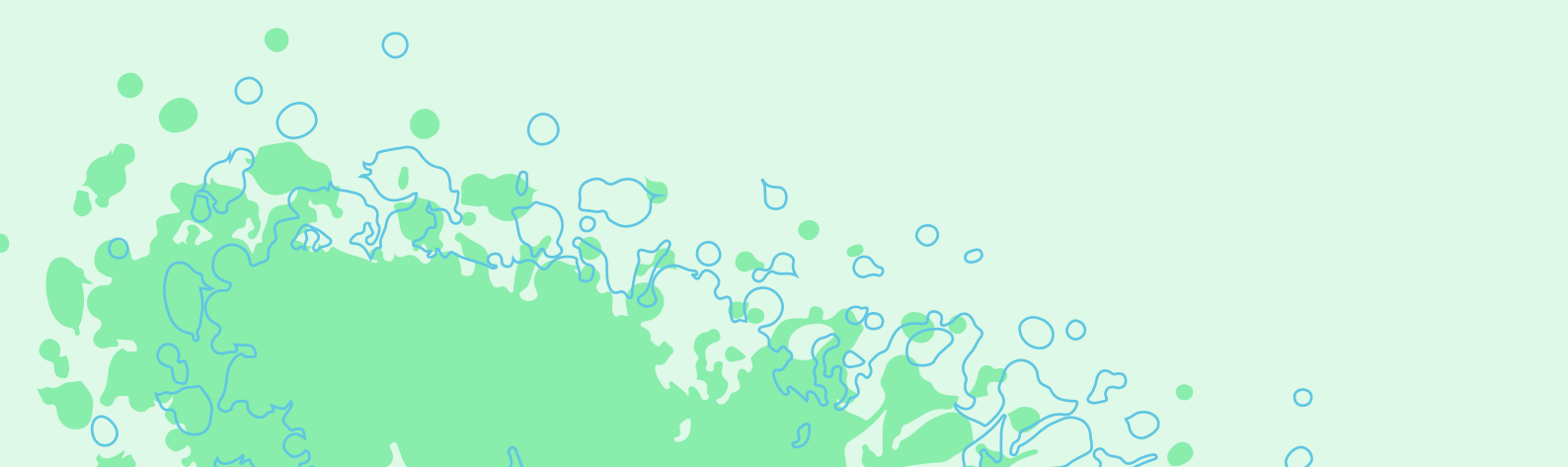
The self-assessment identified a wider range of issues. The activity could be expanded to explore additional issues that emerged from the self-assessment (Variation 1), or participants could be asked to share their own examples (Variation 2).

Watch-out

It is important to ensure that the discussion is connected to the ICI Framework, focusing on its definition and the various dimensions impacting inclusivity. At this stage of the training, the emphasis is on analysis and understanding the concepts within the ICI Framework. Finding solutions is not the main focus here. Facilitators can write down possible solutions for use in later modules (modules 3, 4 and 5) and inform participants when these will be discussed.

Link to ILOs

ILO 1, ILO 2, ILO 3





Activity 1.7: Coming full circle...

In this activity, participants are able to explore what they have learned during this module in relation to the definition of ‘Inclusive Internationalisation,’ that they looked at in the beginning of the module.

Purpose of the activity

To be reminded about the ICI definition of the ‘Inclusive Internationalisation’ and have a deeper understanding of what the different elements in that definition mean in practice and within the context of their institution.

Procedure

Engage participants in a discussion by showing the slide 34 with the definition of ‘Inclusive Internationalisation’ and asking: “We have come full circle. Revisiting the definition after everything we have discussed and done in this module, are there any other nuances that we did not see the first time? Would we highlight the same aspects that we highlighted initially?”

Materials/Equipment required

Presentation materials: Slide 34.

The ICI Framework paper

Timeframe

20 min

Link to ILOs

ILO 1, ILO 3

Activity 1.8: End of module reflection

This activity is the same as in the end of each module (1.8 / 2.5 / 3.7 / 4.5 / 5.6). It serves as a reflection to help participants connect the knowledge and understanding gained in the module to their own diverse work environments, ensuring that ICI is not seen as some distant concept but as something relevant to their professional day-to-day reality.

Purpose of the activity

To summarise key takeaways and encourage reflection.

Procedure

Engage participants in a group discussion by asking: “How does what we have explored connect with your own work environment? First, think individually and make a note. Then, discuss with the people next to you, and finally share the main points with the group.”

Materials/Equipment required

Presentation materials: Slide 35.

Timeframe

10 min

Possible Variations

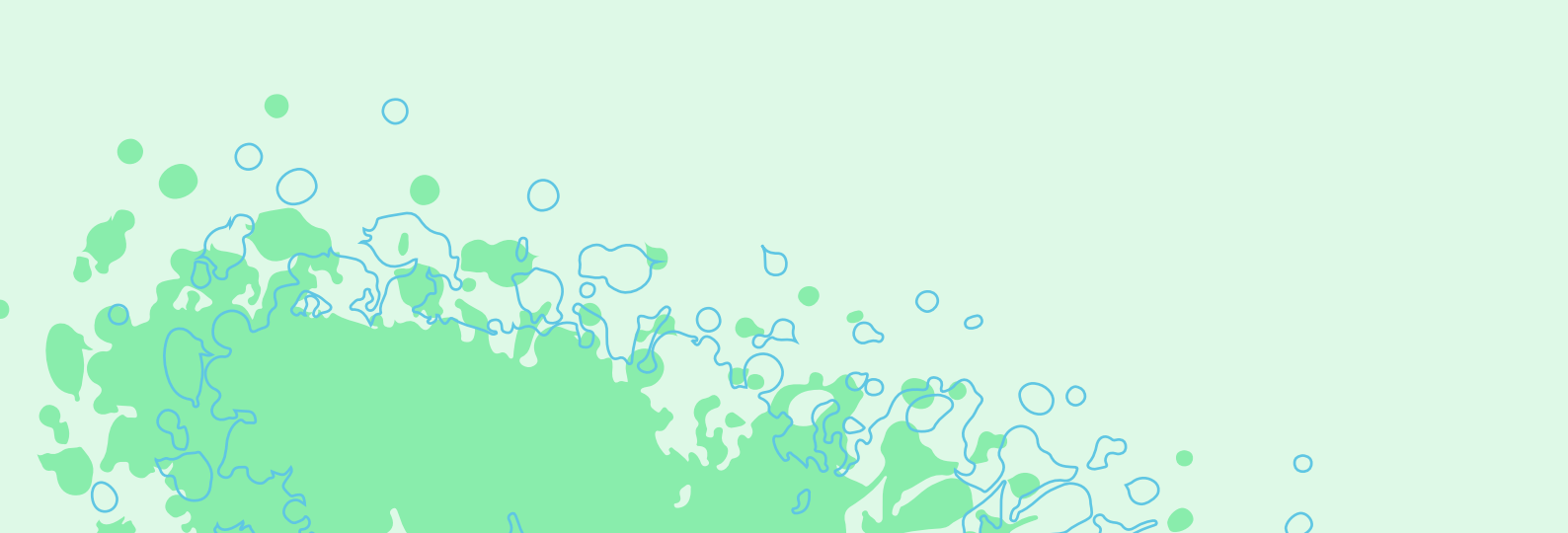
If time is running short, you can skip the individual reflection and pair discussions, and move directly to group discussion.

Watch-out

Encourage participants to reflect on the impact of the training as this is a crucial part of the learning process.

Link to ILOs

ILO 1, ILO 2, ILO 3





Module 2: The hidden curriculum and involving all students

Overall purpose of the module

The main purpose of this module is to help participants to develop an understanding of the issues and challenges related to the concept of the Hidden Curriculum.

Please note: the timings in this module are very tight, so be well-prepared and manage the time carefully.

Intended learning outcomes (ILOs)

After the completion of module 2:

1. I can explain the concept of the hidden curriculum.
2. I can give examples of the hidden curriculum in the different contexts at my institution.
3. I can explain the impact of the hidden curriculum on student participation in internationalisation at home and abroad.

Resources / Further reading

Videos on the topic of Hidden Curriculum to share, specifically related to Higher Education in the EU context:

- “What is the Hidden Curriculum?”: <https://www.youtube.com/watch?v=7uGsaj2HLpo> (Camp Stomping Ground)
- “The Hidden Curriculum Part 1 of 2: Norms, Values and Procedures”: <https://www.youtube.com/watch?v=NuLhmDE9Exo> (HumberEDU)
- “The Hidden Curriculum Part 2 of 2: Sociological Perspectives”: <https://www.youtube.com/watch?v=77psBGyYj94&t=149s> (HumberEDU)

UKEssays. (November 2018). Differences between the Formal, Informal and Hidden Curriculum. Retrieved from <https://www.ukessays.com/essays/education/differentiate-among-the-formal-informal-and-hidden-curriculum-education-essay.php?vref=1>

Hidden Curriculum. The hidden curriculum is the implicit messages, intended, unintended, positive, or negative, about values, norms, and attitudes that are inferred from people's and institutions' actions and inactions. These actions or inactions are undermining our institutional values of respect, diversity, and inclusivity. Watch the video: <https://meds.queensu.ca/academics/postgraduate/current-residents/hidden-curriculum>

The Hidden Curriculum in Health Care Education (for interesting definitions): https://healthsci.queensu.ca/source/The_Hidden_Curriculum.pdf

Gregersen-Hermans, J., Casals Sala, M. & Whitsed, C. (2021). Internationalisation for all: Belonging or not, that is the question. ACA Think Pieces 2021, article 7

Leask, B., Internationalisation of the curriculum as provided, 2015.

- <http://www.ioc.net.au/>
- https://www.intluni.eu/fileadmin/user_upload/Internationalization_of_the_Curriculum_Betty_Leask_Brussels_24_sep_2015.pdf



Input 2.1: Introducing the ILOs and the agenda for module 2

Procedure

Lecture-style presentation by facilitators

Materials/Equipment required

Presentation materials: Slides 37 and 38.

Timeframe

5 min





Activity 2.1: Case study

CASE hidden curriculum, based on Gregersen-Hermans, J., Casals Sala, M. & Whitsed, C. (2021).

Internationalisation for all: Belonging or not, that is the question. ACA Think Pieces 2021, article 7

In this activity, participants engage in a discussion based on a presented case study. First, they analyse the case study in subgroups. After the activity, the definitions of the formal, informal and hidden curriculum are shared.

Note for preparations: *It is good for the facilitators to be aware that this activity might challenge some participants to critically reflect on their own practices that have not been very inclusive, and for some of them, this might feel uncomfortable. A certain level of sensitivity in how to approach the activity might be necessary.*

Purpose of the activity

To sensitise participants to how the hidden curriculum is enacted within the formal and informal curriculum, including through student services.

Procedure

First, divide participants into groups. Then, read out loud the case presented on the slide 39. After, present the reflection questions for the groups and give them 10 minutes to discuss the questions.

Additional support for the activity:

Read aloud the case presented in the slide 39.

Then ask question 1: “What is the problem in this case?” Allow participants a minute to reread and reflect.

Possible answers:

- The student is a carer who cannot become mobile.
- The first lecturer is a problem, they engage in deficit thinking and evaluate the student without checking their own assumptions.
- The second lecturer also contributes to the problem by focusing on the student as someone who needs appropriate help.
- The support services are problematic as well; they may not have communicated transparently enough to the student, despite being able to offer support.
- The student is also part of the problem, as they did not indicate why mobility was difficult for them, possibly due to feelings of shame or pride, not wanting to bother others, or believing that mobility was not for them.

Ask question 2: “What positive behaviour do you observe in this case?” Allow participants a minute to re-read and reflect.

Possible answers:

- The second lecturer asks for clarification from the student before making any judgement.
- The second lecturer takes action by referring the student to the support services for help.
- The second lecturer seeks for alternative international learning experiences to mobility.
- The student opens up when asked.
- The first lecturer brings up the student in the discussion.

Ask question 3: “What approach would this institution need to take to include students like the one in the example in opportunities for mobility?” Prompt participants to consider the definition and its practical implications if they do not come up with answers.

Possible answers:

- Engage with all students regularly to gather on their views on international learning experiences including mobility.
- Involve a diverse group of students and lecturers in the development of international learning opportunities, including mobility.
- Include a diverse group of students in developing support measures.
- Collaborate with lecturers.
- Work with a diverse group of students and lecturers to create and implement a communication plan that promotes international learning opportunities and the available support in a way that resonates with a broad range of students.

It is about a systemic approach, dialogue, self-identification and co-creation. For this to happen, it is essential not to view the student as the problem, but rather to examine the system – how to make this transparent? The conditions include values of respect and equity, as well as attitudes of openness, interest, action-oriented collaboration, not acting on behalf of the student, but working together to find alternatives.

Ask question 4: “What short-term actions can you take to enhance the support for mobility in your institution? Tips and tricks.”

You can use the same reflective questions as above.

While this question calls for a systemic and comprehensive approach to inclusive internationalisation, defensive responses may arise, such as: it takes too much time, there is no real leadership support, or there are insufficient resources to implement changes. Consider asking, “What actions can you take to start the dialogue and initiate change?” Remember, Rome was not built in a day. Therefore, it is better to focus on short-term tips and tricks.

Materials/Equipment required

Presentation materials: Slides 39 and 40.

Additional explanatory description outlined above: Gregersen-Hermans, J., Casals Sala, M. & Whitsed, C. (2021). Internationalisation for all: Belonging or not, that is the question. ACA Think Pieces 2021, article 7.

Timeframe

20 min

Possible Variations

Encourage participants to share personal experiences related to inclusivity and diversity. This will require an additional 15 minutes beyond the total of 90 minutes allocated for this module.

Watch-out

Make sure to focus on the activity, as it illustrates the broader definition of the curriculum and provides a practical example of the hidden curriculum.

Link to ILOs

ILO 1, ILO 2, ILO 3



Input 2.2: Understanding the types of curricula

The three types of the curriculum (Formal curriculum, Informal Curriculum and Hidden Curriculum) are discussed as a follow-up to the case study.

Purpose of the activity

Participants gain insight into the different types of curriculum.

Procedure

As a follow-up to the case study in previous activity 2.1, explain the three types of curriculum: Formal Curriculum, Informal Curriculum and Hidden Curriculum. When sharing the definitions, refer to the formal, informal and hidden elements in the case study.

Materials/Equipment required

Presentation materials: Slides 41, 42, 43 and 44.

Timeframe

5 min

Watch-out

Participants may have a traditional understanding of curriculum, focusing primarily on the formal curriculum and its syllabus. Make sure they understand the broader approach taken within ICI, in line with the literature on Internationalisation of the Curriculum and Internationalisation at Home. All elements within the curriculum contribute to the development of students.

Link to ILOs

ILO 1, ILO 2



Activity 2.2: Hidden curriculum video + Activity 2.3: Identify the hidden curriculum related to internationalisation at your institution using the Iceberg model

During this activity, participants will engage in exploring hidden curriculum in relation to internationalisation opportunities within their own institution by thinking of examples of this based on the Iceberg model for curriculum.

Purpose of the activity

Participants gain a better understanding of hidden curriculum and how it can either block or enhance the inclusivity of internationalisation within their own institution.

Procedure

2.2: First, show the group this short video introducing the concept of hidden curriculum: <https://www.youtube.com/watch?v=NuLhmDE9Exo>

2.3: After the video, introduce the concept of the Iceberg model to the participants and initiate the discussion: “The curriculum can be considered as an iceberg: only a small part of it is visible on the surface. The largest part of the curriculum, however, consists of implicit messages, unwritten rules and expectations, and unofficial values, norms and behaviours and emotions that we often take for granted and are not aware of. This implicit or hidden knowledge refers to how we do things at our institution, such as what we consider good or bad behaviour.”

Then, ask the participants: “Reflect on the video you just saw. What did you understand from the video about the hidden curriculum? How does that translate to the context of our institution? What hidden curriculum messages might exist here? How could these messages hinder inclusion in internationalisation? Can you find examples of norms, values and procedures relevant to your own context?”

If participants struggle to think of examples, it is helpful to have some examples ready. You can draw on examples from activity 2.2 or use the ones listed below.

Examples for the elements of the hidden curriculum:

- Unwritten Messages: Include examples like body language, teacher attitudes, peer interactions.
- Implicit Values: Includes cultural norms, social hierarchies, institutional priorities.
- Unintended Perspectives: Includes implicit biases, stereotypes, worldviews.
- Unspoken Expectations: Includes behaviour standards, dress codes, participation norms.

NOTE! As a facilitator, be prepared to provide examples in case participants have difficulty coming up with their own example at first. For instance, the case study at the beginning of the module provides a clear example of hidden curriculum, where taking part in short-term mobility course is presented as the only way for students to gain international experience, which may not be accessible to everyone. It would be important for facilitators to share additional examples, particularly to the context of their own institution.

Materials/Equipment required

Presentation materials with link to video: Slides 45, 46 and 47.

Timeframe

20 min

Possible variations

Also watch part 2 of the video in <https://www.youtube.com/watch?v=77psBGyYj94>.

Watch-out

The time available for this activity is short, so make sure the discussion does not extend beyond the allocated time.

Link to ILOs

ILO 1, ILO 2



Activity 2.4: Role-play with imagined scenarios + Activity 2.4 CTD: Reflecting on scenarios for hidden curriculum messages

In this activity, participants engage in creative group work by jointly imagining a scenario involving hidden curriculum related to internationalisation and presenting it through role-play to the other groups. After each role-play, the hidden curriculum messages within the scenarios are explored together through reflection.

Purpose of the activity

To gain deeper insight through concrete yet imagined examples of how a hidden curriculum can block or enhance inclusiveness in internationalisation.

Procedure

Divide participants into groups and instruct them: “Imagine a scenario involving the hidden curriculum related to internationalisation or internationalisation opportunities. Think of a story and present it in no longer than 3 minutes. Use your creativity! You have 10 minutes to prepare your scenario.”

Each group will then present their scenario to the other groups. After each role-play, engage participants in reflection by asking: “What were the hidden messages? How could that scenario have been more inclusive?”

Materials/Equipment required

Presentation materials: Slides 48 and 49.

Timeframe

35 min

Possible variations

If time allows, you can ask each subgroup to replay the scenario in a more inclusive set up (Variation1). Alternatively, you can ask which dimensions of the ICI Framework the scenario addresses (Variation 2.)

Watch-out

Be mindful not to be judgemental or reinforce stereotypes. Encourage groups to avoid jumping to conclusions, and always ask for clarification when something seems unfamiliar.

The timing is based on having four subgroups.

Link to ILOs

ILO 1, ILO 2, ILO 3

Activity 2.5: End of module reflection

This activity is the same as in the end of each module (1.8 / 2.5 / 3.7 / 4.5 / 5.6). It serves as a reflection to help participants apply the knowledge and understanding gained in the module to their own work environments. The goal is for participants to see ICI as relevant to their professional day-to-day reality, rather than as something distant or abstract.

Purpose of the activity

To summarise key takeaways and encourage reflection.

Procedure

Engage participants in a group discussion by asking: “How does what we have seen connect with your own work environment?” Then, do a quick round where each participant shares 1 takeaway in no more than 3 words.

Materials/Equipment required

Presentation materials: Slide 50.

Timeframe

5 min

Possible variations

Think first individually and make a note. Then discuss your thoughts with people next to you, and finally, share the main points with the larger group.

Watch-out

Encourage participants to reflect on the training’s impact, as this is an important part of the learning process. Please be mindful of the time as the variation may add at least 15 minutes to the session.

Link to ILOs

ILO 1, ILO 2, ILO 3





Module 3: Boundary-crossing collaboration

Overall purpose of the module

Enhancing comprehensive and inclusive internationalisation requires a multidimensional approach and action at several level and by all stakeholders within a HEI. Embracing boundary crossing means bridging gaps between the different perspectives and experiences of all kinds of staff, both academic and non-teaching staff, and especially bringing in the voice of different student groups. Boundary-crossing collaboration and boundary-crossing competences are essential for enabling multiple stakeholders to work together effectively toward mutual goals, not only across disciplines, but also across the different professional roles. For a full description of boundary-crossing collaboration, you may consult the ICI Framework.

Intended learning outcomes (ILOs)

After the completion of module 3:

1. I can explain the concept of boundary-crossing and its impact on collaboration with diverse groups and stakeholders.
2. I can evaluate how my professional position affects my actions to include every student in internationalisation.
3. I can connect multiple stakeholders to enhance inclusive, comprehensive internationalisation within higher education institutions.

Resources / Further reading

Introductory videos on boundary-crossing collaboration by Wageningen University and Research (n.d.):
Boundary Crossing @ Wageningen University, 2021:

- Knowledge Clip: What is a Boundary, a Practice and Boundary Crossing?, <https://wur.yuja.com/V/Video?v=100044&node=&a=870164545&autoPlay=1>
- Knowledge Clip: Boundary Crossing Learning Mechanisms, <https://wur.yuja.com/V/Video?v=100025&node=&a=955682017&autoPlay=1>
- Knowledge Clip: The Importance and Relevance of Boundary Crossing, <https://wur.yuja.com/V/Video?v=100029&node=&a=1302428638&autoPlay=1>

- Knowledge Clip: Cultivating your Boundary Crossing Competence, Boundary Crossing @ Wageningen University, 2021, <https://wur.yuja.com/V/Video?v=100027&node=&a=228273546&autoPlay=1>

Akkerman, S. F., & Bakker, A. (2011). "Boundary Crossing and Boundary Objects". In Review of Educational Research, 81(2), 132-169. <https://doi.org/10.3102/0034654311404435>

Gulikers, Judith: "Team building exercise based on boundary crossing learning mechanisms". In BC Toolbox. Wageningen University and Research, 2020, <https://edepot.wur.nl/577112>

Gulikers, Judith & Carla Oonk: "Questions to ask to trigger reflection on BC learning". In BC Toolbox. Wageningen University and Research, 2022, <https://edepot.wur.nl/567927>

Oonk, Carla & Karen Fortuin: "Identification of your own and others' expertise". In BC Toolbox, Wageningen University and Research, 2022, <https://edepot.wur.nl/567920>

Oonk, C., Gulikers, J., den Brok, P. and Mulder, M. (2022). "Stimulating boundary crossing learning in a multi-stakeholder learning environment for sustainable development". In International Journal of Sustainability in Higher Education, Vol. 23 No. 8, pp. 21-40. <https://doi.org/10.1108/IJSHE-04-2021-0156>

Gulikers, Judith: "Examples of boundary crossing learning activities". In BC Toolbox. Wageningen University and Research, 2020. <https://edepot.wur.nl/566880>

Fortuin, K. P. J., Post Uiterweer, N. C., Gulikers, J. T. M., Oonk, C., & Tho, C. W. S. (2020): "Training students to cross boundaries between disciplines, cultures, and between university and society: Developing a boundary crossing learning trajectory". In J. van der Veen, N. van Hattum-Janssen, H.-M. Jarvinen, T. de Laet, & I. Ten Dam (Eds.), SEFI 48th Annual Conference Engaging Engineering Education, Proceedings, pp. 752-760. <https://www.sefi.be/wp-content/uploads/2020/11/Proceedings-2020-web.pdf#page=752>





Input 3.1: Introducing the ILOs and the agenda for module 3

Procedure

Lecture-style presentation by facilitators. Make sure to connect this module to the previous modules.

Materials/Equipment required

Presentation materials: Slides 52 and 53.

Timeframe

5 min



Activity 3.1: What does boundary-crossing collaboration mean to you?

In this activity, participants engage in a group discussion on their perceptions of ‘boundary-crossing collaboration’.

Purpose of the activity

To allow participants to share their initial thoughts and perspectives on ‘boundary-crossing’ helping to clarify confusion and explore the different ways the term can be understood. Often, interpretations reflect a person’s background or previous experiences.

Procedure

Invite participants to discuss, either in the group as a whole or in smaller groups, the question: “What comes to your mind when you hear the term ‘boundary-crossing collaboration’?”

Note that the responses may vary significantly and can carry either negative or positive connotations for different participants. Since ‘boundary-crossing’ is not a widely used term, the initial interpretations may differ from its meaning in the ICI context. It is therefore helpful to discuss the concept and allow participants to express any initial confusion with the term.

Materials/Equipment required

Presentation materials: Slide 54.

Timeframe

10 min

Possible Variations

Encourage participants to share personal experiences related to boundary-crossing.

Watch-out

Ensure active participation from all participants.

Link to ILOs

ILO 1, ILO 2

Input 3.2: Boundary-crossing in the ICI Framework

During this activity, the facilitator explains the concept of boundary-crossing, how it is understood in the context of ICI, and where boundary-crossing collaboration fits within the ICI Framework.

Note for preparations: It is important that the facilitators have familiarised themselves well the concept of boundary-crossing as described in the ICI Framework, and are able to clearly explain it to the participants.

Purpose of the activity

The goal is to gain insight into how boundary crossing and boundary-crossing competence are connected to the ICI Framework, as well as their role and importance in enhancing inclusiveness of internationalisation.

Procedure

Present the concepts from slides 55, 56 and 57 and whenever relevant, link the presentation to the participants' input from Activity 3.1. Boundary-Crossing Collaborative Competency (BCC) refers to the ability to collaborate across various boundaries—such as cultural, national, disciplinary, linguistic, as well as those related to age, gender, abilities, sexual orientation, and their intersections.

Explain that BCC shapes the key dimensions of inclusivity, specifically influencing attitudes, transparency, and the ability to create inclusive environments.

Materials/Equipment required

Presentation materials: Slides 55, 56, 57 and 58 (this slide functions as a bridge to next activity 3.2).

Timeframe

5 min

Possible variations

The section on input can be extended by using additional elements from the ICI Framework and dimensions.

Watch-out

The model in the ICI Framework is theory-based. However, participants may identify additional variables that influence the relationship between the institutional strategy and the experience of diverse stakeholders.

Link to ILOs

ILO 1, ILO 2



Activity 3.2: Identifying stakeholders

Participants are asked to identify as many different stakeholders that they think are important for inclusive internationalisation within their institution, and to explore the boundaries between these stakeholders.

Purpose of the activity

The goal is to identify the stakeholders involved in inclusive internationalisation within the HEI, faculty, school, or department and to raise awareness of the diverse and potentially conflicting perspectives among them. Additionally, this activity provides an opportunity for all participants and trainers to understand how participants perceive the different stakeholders and may reveal some overlooked ones. It also aims to identify the boundaries among the stakeholders in preparation for the next activity (3.3).

Procedure

Participants are invited to brainstorm a list of stakeholders they believe are important for inclusive internationalisation within their institution.

STEP 1:

Distribute several blank Post-its to each participant, based on the number of responses they may have. Display a shared flipchart (or similar space) where participants can place their Post-its with answers.

STEP 2:

Instruct participants to first identify different stakeholders individually, writing one stakeholder on each Post-it and placing these on the flipchart. Ask participants then to group similar or identical stakeholders together to form categories on the flipchart.

If participants do not mention **students** as one of the stakeholders, remind them of the importance of this key group, as they are the primary target for inclusive internationalisation, and ensure it is added to the list of stakeholders.

STEP 3:

After stakeholders have been identified, ask the group: “What different kinds of boundaries can you identify among stakeholders? What are these boundaries, and how might we cross them?”

Explain that this discussion is preparing the participants for the next activity, Activity 3.3, where these boundaries will be explored further.

Materials/Equipment required

Presentation materials: Slide 59.

Paper Post-its and pens and flipchart(s) or similar large display surface(s) for group activities.

Timeframe

15 min

Watch-out

If participants do not mention **students** as one of the stakeholders, remind them of the importance of this key group, as they are the primary target for inclusive internationalisation. Ensure that students are included in the list of stakeholders.

Link to ILOs

ILO 1, ILO 3





Activity 3.3: Exploring the boundaries or taking somebody else's perspective

In this activity, participants engage in exploring the case study through group discussions by participating in a role-play, beginning with a role-play within their assigned stakeholder role groups.

Purpose of the activity

The goal is to explore boundaries between different stakeholder groups, allowing participants to practice perspective-taking by stepping into the roles of other stakeholders. This exercise is an integral part of developing boundary-crossing collaborative competence.

Procedure

STEP 1:

Divide participants randomly into 4-5 groups and assign each group a specific stakeholder role, chosen from the ICI Core Team roles or the stakeholder roles identified in Activity 3.2. The roles selected can include the 4–5 most frequently mentioned stakeholders from Activity 3.2. Note: One of the groups must always represent **students**.

STEP 2:

Give the groups a task: “According to data, many students do not participate in international opportunities. Why might this be? Discuss within your group the possibilities and limitations from the perspective of your assigned stakeholder group. Identify other stakeholders who are critical for addressing the lack of participation.”

STEP 3:

Instruct each ‘stakeholder role group’ to prepare to present their discussion results to other groups.

Materials/Equipment required

Presentation materials: Slide 60.

Timeframe

10 min for group discussion

10 min for sharing

Possible Variations

Ask the first two groups to share their findings. The other groups are asked only to add new insights and perspectives.

Watch-out

This activity serves as a lead-in for activities 3.4 and 3.5. Be sure to keep the discussion focused on the objectives of Activity 3.3, and avoid going beyond its scope to ensure a smooth transition to the next steps.

Link to ILOs

ILO 1, ILO 2, ILO 3





Activity 3.4: Enacting boundary crossing or how to work together across different perspectives

This activity is a continuation of the previous activity 3.3. Participants will now work in a diverse group, ensuring that at least one member from each previous stakeholder role group is included, to develop inclusive solutions for the given challenge.

Purpose of the activity

The goal is to practise boundary crossing between different stakeholder groups and engage in perspective-shifting through collaboration. Participants will work on listening to others without judgment, preconceptions, or stereotypes, while also becoming aware of their own limitations and positionality.

Procedure

STEP 1:

Reorganise participants into mixed groups, ensuring that each new group includes at least one representative from each of the different 'stakeholder role groups' from activity 3.3.

STEP 2:

Assign the new mixed groups a task: "Think of a scenario in which you combine the expertise of the different roles to address the problem: Many students do not participate in international opportunities. What are the reasons for this, and how can you improve the situation?"

STEP 3:

Invite each group to share their scenarios and suggested solutions to the other groups.

STEP 4:

Debrief now activities 3.3 and 3.4 at the same time by asking reflective questions such as: "How was it to try to take on the perspective of another stakeholder group? Was it easy or difficult? Did you notice that you might be missing some relevant information or perspective?"

STEP 5:

It is important to remind the participants to bear in mind that taking on someone else's role and their interpretations of different stakeholder groups can be influenced by stereotypes and generalisations. This awareness is crucial for enriching the discussion and helping participants recognise their own limitations. Emphasising the importance of engaging directly with the actual stakeholder groups to hear and understand their perspectives is essential.

Materials/Equipment required

Presentation materials: Slide 61.

Timeframe

10 min for subgroup discussion

10 min for the role-playing

Possible Variations

Give participants more time.

Watch-out

Make sure that when groups are sharing their scenarios and solutions, they are done swiftly.

Link to ILOs

ILO 1, ILO 2, ILO 3



Activity 3.5: Critical review of the chosen solutions

In this activity, participants critically examine how their chosen solutions reflect systemic deficit or asset approaches.

Purpose of this activity

This activity provides an opportunity for participants to reflect on their solutions from the perspective of inclusive internationalisation and to begin understanding the difference between a deficit and an asset approach.

Procedure

Show participants the slide on ICI Framework Dimensions: Attitude Dimension and tell: “This is a reminder of the Attitude dimension of the ICI Framework that we covered in module 1 already. Now, critically review in your group: where does your solution fit, and how could it be transformed into a systemic asset approach?”

Materials/Equipment required

Presentation materials: Slide 62.

Timeframe

10 min

Possible Variations

This activity can be extended by systematically reviewing all solutions based on the underlying attitudes, how power and influence are shared within the solutions, and the how to ensure transparent communication. This extension will require an additional 30 min.

Watch-out

Participants may not be familiar with deficit and asset approaches, even though these concepts were discussed in the ICI Framework and in the first module. Prepare two simple examples related to your own context.

Link to ILOs

ILO 1, ILO 2, ILO 3

Activity 3.6: Going back to your actual role

In this activity, participants are invited to reflect on insights gained from the case study assignments, where they explored boundaries and strategies for crossing them.

Purpose of the activity

This activity offers an opportunity for participants to reflect on their learning from taking different perspectives and working across those boundaries.

Procedure

Instruct the participants: “Think about your current professional role at your institution and the different stakeholders you interact with. From this perspective, list 2-3 main insights you gained from your collaboration with the various stakeholder role groups. How can you apply these insights?”

Ask participants to first think individually and make notes, then discuss their thoughts with the person next to them, and finally, the main points will be shared with the entire group.

Materials/Equipment required

Presentation materials: Slide 63.

Timeframe

15 min

Possible variations

If time is limited, participants can be asked to share their insights directly with the whole group.

Link to ILOs

ILO 2



Input 3.3: How can we cross boundaries?

Boundary-crossing learning mechanism

Participants will engage in a discussion summarising boundary-crossing collaboration theory to highlight what has been done in the module.

Purpose of the activity

The goal is to convey to participants how the Boundary-crossing learning mechanisms model can be applied and how it connects this ICI module to the development of roadmaps for the ICI introduced in module 5.

Procedure

Present the Boundary-crossing learning mechanisms model to the participants and facilitate a discussion on how the various activities in this module addressed different stages of the model.

To conclude, link the transformation stage of the model to module 5: Scenarios and Roadmaps Towards Inclusive, Comprehensive Internationalisation. Invite participants also to share their reflections and insights on the module and topic.

Materials/Equipment required

Presentation materials: Slide 64.

Timeframe

10 min

Possible Variations

Incorporate a reflection activity into this activity: ask participants which elements of boundary crossing competence they would you like to further develop. Depending on the group this may take an additional 10 min: 3 min for reflection and 7 minutes for sharing.

Watch-out

Take your time to discuss the slide and focus on the first three steps: identification, coordination, reflection and just mention transformation as this will be the focus of module 5.

Link to ILOs

ILO 1, ILO 3

Activity 3.7: End of module reflection

This activity is the same as in the end of each module (1.8 / 2.5 / 3.7 / 4.5 / 5.6). It serves as a reflection to help participants connect the knowledge and understanding gained in the module to their diverse work environments. The aim is for participants to view ICI not as a distant concept but as something relevant to their work and everyday professional reality.

Purpose of the activity

To summarise key takeaways and encourage personal reflection.

Procedure

Engage participants in a group discussion by asking how the concepts we have explored connect with their own work environments. Conduct a quick round where each participant shares one takeaway in a maximum of 3 words.

Materials/Equipment required

Presentation materials: Slide 65.

Timeframe

10 min

Possible Variations

Participants should first reflect individually and jot down their thoughts. Then, discuss their insights with the person next to them. Finally, share the main points with the entire group.

Watch-out

Encourage participants to reflect on the training's impact, as this is crucial part of learning. Please be mindful of the time as the variation will add at least 15 minutes to the session.

Link to ILOs

ILO 1, ILO 2, ILO 3





Module 4: Inclusivity in an international collaborative online environment

Overall purpose of the module

International online collaboration, such as virtual exchange or COIL (Collaborative Online International Learning), is often viewed as inherently inclusive because it allows all students to participate. This online modality serves as one of the tools for internationalisation at home, aiming to reach 100% of students. However, this training challenges the assumption that online collaboration automatically engages all students. We will explore how the design and facilitation of online collaboration can be made more intentionally inclusive and equitable.

Intended learning outcomes (ILOs)

After the completion of module 4:

1. I can describe the main opportunities and challenges of inclusive online international collaboration.
2. I can explain how the ICI model can be used to address the challenges of international online collaboration.
3. I can apply appropriate tools and activities to create more inclusive participation in an international online setting.

Resources / Further reading

The Inclusive Online Collaboration model is inspired by the VU (Vrije Universiteit Amsterdam) mixed classroom education model and critical virtual exchange ideas (Miriam Hauck, 2019).

Satar, Müge. (2021). "Introducing virtual exchange: towards digital equity in internationalisation". In Satar, Müge (Ed.), *Virtual exchange: towards digital equity in internationalisation* (pp. 1-13). Research-publishing.net. <https://doi.org/10.14705/rpnet.2021.53.1285>

Hauck, Mirjam. "Virtual exchange for (critical) digital literacy skills development." In *European Journal of Language Policy*, vol. 11 no. 2, 2019, p. 187-210. Project MUSE, <https://muse.jhu.edu/article/737425>

Hauck, Miriam: "Critical Digital Literacy through Virtual Exchange" (video), <https://www.youtube.com/watch?v=ahPr6RBL32U>

FIU COIL (n.d.): "What is COIL Collaborative Online International Learning?", <https://www.youtube.com/watch?v=hOL2du0hR9E>

Stevens Initiative (n.d.): "What is Virtual Exchange?", <https://www.youtube.com/watch?v=KxunF4cZPdw>

SUNY COIL Center. (n.d.). What is COIL? SUNY COIL Center. Retrieved from <https://online.suny.edu/introtocoil/suny-coil-what-is/>





Input 4.1: Introducing the ILOs and the agenda for module 4

Procedure

Lecture-style presentation by facilitators.

Materials/Equipment required

Presentation materials: Slides 67 and 68.

Timeframe

5 min



Activity 4.1: Sharing online experiences

Participants will engage in a discussion with others, sharing experiences of working and learning in an online environment where inclusiveness has been compromised.

Purpose of the activity

To warm up and engage with the topic of online learning and teaching, while connecting it to the face-to-face setting where the training is taking place.

Procedure

Ask participants: “Have you experienced an online event/learning or training where inclusivity or diversity was compromised? First, discuss with the person next to you, then share with the group.”

You can raise issues such as bandwidth and access (which may not be universally available and can be costly), connectivity challenges, and considerations around religion or beliefs: “We often assume that everyone has the same access to or approach toward online connectivity. What about timing, time zones, punctuality, or how we share speaking opportunities?”

Materials/Equipment required

Presentation materials: Slide 69.

Timeframe

15 min

Watch-out

There are many ways to integrate online experiences into a study programme. It is important to explain that in this module, we focus specifically on COIL (Collaborative Online International Learning) or virtual exchange. Additionally, this module is not an introductory course on developing COIL activities.

Link to ILOs

ILO 1

Input 4.2: What is COIL?

The facilitator provides a brief introduction to virtual exchange and COIL, explaining what the different letters stand for: Collaborative, Online, International, and Learning.

Purpose of the activity

Participants gain understanding of what virtual exchange and COIL mean.

Procedure

Introduce virtual exchange and COIL, explaining what the different letters stand for: Collaborative, Online, International, and Learning

Materials/Equipment required

Presentation materials: Slides 70 and 71.

Timeframe

10 min

Possible variations

Time permitting, instead of a presentation, participants can engage in a discussion about COIL and virtual exchange. This approach is advisable when participants have prior experience with delivering COIL or virtual exchange study activities.

The facilitator can also play a video to explain what virtual exchange is: <https://youtu.be/oFB7ooV6lWQ>

Watch-out

Make sure that the terms used on the slides 70 and 71 are clearly explained, including experiential learning, digital literacy, international experience, and the connection between learning and maintaining an open mind necessary for effective collaboration. The relevance of COIL is not so much in the outcomes of the student work but in the process of working together within an intercultural and online context. The online environment can exacerbate (cultural) misunderstandings.

Link to ILOs

ILO 1





Activity 4.2: Why COIL?

In this activity, participants discuss the benefits and opportunities COIL offers and how it connects to inclusion in internationalisation efforts, along with the challenges that may arise.

Purpose of the activity

To explore the benefits of COIL and potential challenges it may pose for the inclusiveness of internationalisation.

Procedure

Instruct the groups for discussions:

- “What are the benefits of COIL? Can we make a list?”
- Why do you think we are focusing on online learning in the context of inclusivity?
- How can COIL complement the existing mobility schemes (rather than replace them)?
- Could it replace physical mobility? Does it offer the same benefits?”

Summarise the discussion, emphasising how COIL can enhance the existing mobility schemes rather than replace them and promote inclusivity in internationalisation.

Pay attention to the following issues during the discussions and explain/add if necessary: “Why do we wish to internationalise classroom activities and invite diverse perspectives? **Why** are we focusing on online learning in the context of inclusivity? This focus may be due to the fact that traditional mobility options are less inclusive, allowing only a few students to participate, whereas COIL can potentially reach **all or most** students.”

You can ask participants to reflect in groups on this **why** and on the questions listed on slide 72. Each group can choose a spokesperson to share their main reflections, or alternatively, each group may present insights on one specific question. Facilitators can select the most effective approach for sharing reflections based on the context.

Explain to participants: “COIL, however, is not inherently inclusive; it requires intentional design to achieve its potential benefits. Effective collaborative work starts with teachers, and creating a successful COIL experience involves negotiation, a win-win approach, and intercultural-aware design. When planned well, COIL can add significant value to a course and may be the only opportunity some students have to develop internationalisation competencies.”

Materials/Equipment required

Presentation materials: Slide 72.

Timeframe

10 min for the group discussion

10 min for the debrief

Possible variations

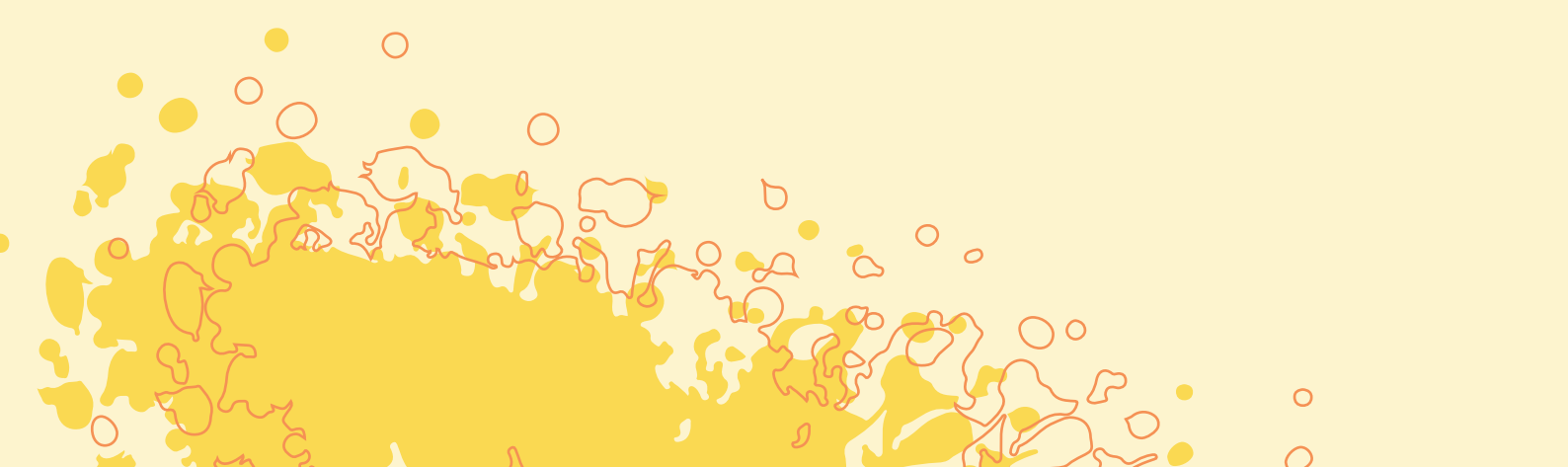
Instead of having all groups answering all questions, the facilitator may assign each group a single question to discuss. In this setup, the debrief will need to be extended to 15 - 20 minutes, allowing 5 minutes for each question and an additional 5 minutes to summarise the conclusions.

Watch-out

The focus of the discussion should be on how to ensure that COIL provides an inclusive international learning experience for all students. This has important implications for the design and delivery of COIL activities, which will be addressed in the next activity.

Link to ILOs

ILO 1, ILO 2



Input 4.3: Phases of an inclusive online collaboration model

In this activity, participants are introduced to the different phases of an inclusive collaboration model and the potential risks of excluding different individuals during various phases of the COIL process.

Purpose of the activity

Participants will gain a better understanding of how to foster inclusion in COIL activities and the potential risks of exclusion in an online environment.

Procedure

Present to the participants: “As explained in the previous activity, the COIL methodology has to be intentionally designed in order to reach its potential for inclusive collaboration.”

Then, outline the steps students will need to take to actively seek diverse perspective and explain: “Developers should consider several dimensions before setting up the COIL module to ensure equitable participation for all, such as:

- Access to Technology: varying levels of bandwidth, connectivity, etc.
- Managing of Language issues: differences in native languages, levels of proficiency, etc.
- Cultural Differences: especially in communication styles, values and behavioural norms.
- Different relation to power and to hierarchy among partners
- Grading: focusing on the performance in the learning task rather than intercultural collaboration
- Time Differences: variations in time zones, approaches to deadlines, and punctuality, etc.”

Materials/Equipment required

Presentation materials: Slide 73.

Handout for Inclusivity in an international collaborative online environment. There is a ready template for this handout in this manual APPENDIX 5: Templates, Forms, and Handouts for the Training, Handout for Inclusivity in an international collaborative online environment.

Timeframe

15 min

Watch-out

Ensure that the focus is on the risks to inclusivity at each phase of the COIL learning experience, not on COIL as a methodology.

Link to ILOs

ILO 1, ILO 2, ILO 3



Activity 4.4: Reflecting on student testimonial on COIL

In this activity, participants watch a video featuring student testimonials on COIL and then engage in a discussion about student perspectives, including the benefits and opportunities COIL presents, as well as potential pitfalls regarding inclusiveness of internationalisation.

Purpose of the activity

To gain a deeper understanding how COIL can enhance the inclusiveness of internationalisation while also identifying factors that may hinder inclusion in COIL

Procedure

STEP 1:

Announce the next activity which is to watch a short video featuring student testimonials about their COIL experiences: <https://youtu.be/iGCicNYtpXw?si=kyOar0Jqf8MBoRUJ>

Before showing the video, share the questions for reflection in on slide 75 and instruct them what to focus on while watching the video.

STEP 2:

After the video, encourage participants to reflect on the testimonials with the following questions: “What surprised you about the testimonials? How do you think diversity was approached in the project? What issues could hinder inclusivity in COIL? What might be the hidden curriculum of COIL? How can we make it more inclusive?”

Further questions could include: “What did you find interesting? Do you think this methodology could work at our institution? Why or why not? Do you believe it is already happening here?”

It is important that you, as the facilitator, have considered these questions beforehand and are prepared to provide some example answers to these questions if participants struggle to offer suggestions.

Materials/Equipment required

Presentation materials with link to video: Slides 74 and 75.

Timeframe

15 min

Possible variations

If participants have already engaged in a COIL learning activity, they could prepare for this session by recording a testimonial from one of their own students in advance.

Watch-out

It is important for participants to keep an open mind. Also, bear in mind that well intended actions or statements by the staff/academics may unintentionally exclude some students.

Link to ILOs

ILO 1, ILO 2, ILO 3



Activity 4.5: End of module reflection

This activity is the same as in the end of each module (1.8 / 2.5 / 3.7 / 4.5 / 5.6). It serves as a reflection to connect the knowledge and understanding gained in the module to the diverse participants' work environments, helping them see ICI not as a distant concept but as something that relates to their daily professional reality.

Purpose of the activity

To summarise key takeaways and encourage reflection.

Procedure

Facilitators engage participants in a group discussion: "How does what we have seen connect with your own work environment?"

Materials/Equipment required

Presentation materials: Slide 76.

Timeframe

10 min

Possible variations

If there is sufficient time: think first individually and make a note. Then discuss with people next to you, and finally share the main points with the group.

Watch-out

Encourage the participants to reflect on the training's impact as this is an important part of learning from the training.

Link to ILOs

ILO 1, ILO 2, ILO 3



Module 5: Scenarios and roadmaps towards Inclusive Comprehensive Internationalisation

Overall purpose of the module

This module aims to design a project plan or roadmap tailored to each participating institution. This roadmap is intended to achieve systemic change towards inclusive comprehensive internationalisation at each university, benefiting every student.

Intended learning outcomes (ILOs)

After the completion of module 5:

1. I can **imagine** an ideal scenario that I would like my institution to reach regarding inclusive, comprehensive internationalisation
2. I can **build** a realistic and concrete plan or roadmap to advance in my vision
3. I can **set up** checkpoints to correct, adjust and reformulate steps of this roadmap as it is being implemented

Input 5.1: Introducing the ILOs and agenda for module 5

Procedure

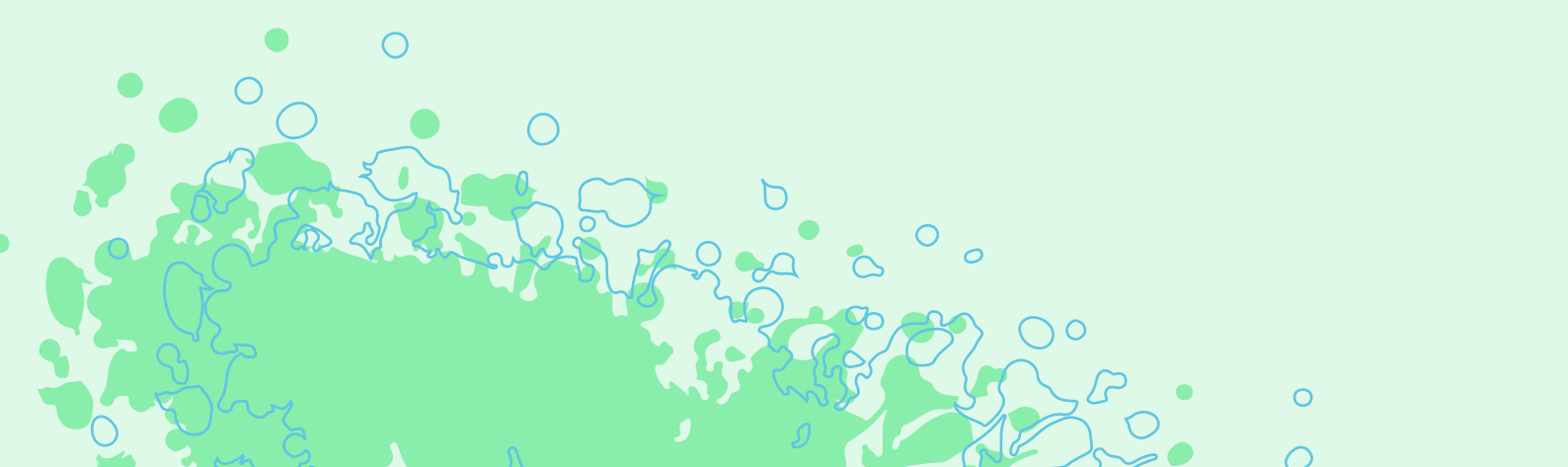
Lecture-style presentation by facilitators.

Materials/Equipment required

Presentation materials: Slides 78 and 79.

Timeframe

5 min



Input 5.2: How to design roadmap for the ICI and prepare for it?

Facilitators introduce the concept of roadmap for a more inclusive internationalisation, which participants will create after module 5.

A roadmap is a strategic planning technique that places goals of a project and major deliverables (tasks, milestones) on a timeline, all grouped in a single visual representation or graphic. A roadmap is a type of planner that differs from a regular project plan, since it does not contain all the details of a project; instead, it is a high-level, easy-to-understand, strategic tool. Defining an overall goal along with the major steps needed to reach it, a roadmap helps articulate the why behind the desired outcome and the plan for getting there within all kinds of strategic initiatives.

Purpose of the activity

Introduce the concept of the roadmap utilised at the end of the module, this activity highlights how the module's activities are designed to guide participants in creating roadmaps for inclusive comprehensive internationalisation as they progress toward the end of the training (activity 6.1).

Procedure

Introduce the concept of a roadmap for more inclusive internationalisation, which participants will create after module 5, either individually or in groups from their unit, programme, or department. This will be based on the activities and information they will engage with during the module.

Materials/Equipment required

Presentation materials: Slide 80.

Timeframe

10 min

Possible variations

Depending on the setting and the participants in the training group, the roadmap can be done from the perspective of a faculty, a department, a school, or the whole institution or even at an individual level.

Watch-out

A roadmap is not a detailed plan, it has to contain the goal and the milestones, but details are not necessary at this point.

Link to ILOs

ILO 1



Input 5.3: Introducing the planning cycle model

The facilitators introduce to the participant the planning cycle model that is used as the basis for creating a roadmap towards inclusive comprehensive internationalisation in the end of the training course. They will also outline the different steps of the cycle model.

Purpose of the activity

Introduce the cycle model used in the module and its activities, as well as in the wrap-up, to create a roadmap for inclusive comprehensive internationalisation (activity 6.1).

Procedure

Introduce the planning cycle model to the participants and explain that it serves as the basis for creating a roadmap towards inclusive comprehensive internationalisation in the end of the training course:

“The different steps of the cycle model are:

- Step 1: Analyse the situation. Which is the starting scenario? Where are we now?
- Step 2: Imagine: What is the Ideal Scenario? What does it look like 4 years ahead?
- Step 3: Be Realistic: Which is the achievable scenario?
- Step 4: Be Concrete: What do we need to do to move closer to the realistic scenario? Include Key Performance Indicators/Outcomes, Actions, Responsible person, and Deadlines.
- Step 5: Implementation: Can we link/relate the actions to the Six Pillars of the ICI Framework?
- Step 6: Establish checkpoints to monitor the implementation process and decide who is responsible for them.”

Materials/Equipment required

Presentation materials: Slide 81.

Timeframe

10 min

Link to ILOs

ILO 1, ILO 2

Input 5.4: Introducing step 1: Analyse, and recall the ICI Bingo issues

The facilitator introduces participants to step 1 of the planning cycle model (Analyse) in more detail, explaining its relevance within the ICI context and the training course. It is also clarified what data and information should be used in this step.

Purpose of the activity

Participants will gain a better understanding of the planning cycle model and its step 1: Analyse, and the link between the model and the ICI process.

Procedure

Present step 1: Analyse of the planning cycle model in more detail and engage participants in a discussion: “Let’s recall the three issues from our institution’s ICI self-assessment that emerged from the Bingo (activity 1.5). These three issues, along with any others encountered throughout the training course, will form the basis of our analysis for this module. Based on this, we can move on to the following steps of the cycle. What is the starting scenario? What have we identified in the self-assessment, the issues noted from the Bingo activity, and the challenges that have arisen during the training course? What is the current situation in our institution? Alternatively, you may choose to focus on another issue that you consider more urgent in your work to enhance inclusiveness of internationalisation opportunities.”

Materials/Equipment required

Presentation materials: Slides 82 and 83.

Timeframe

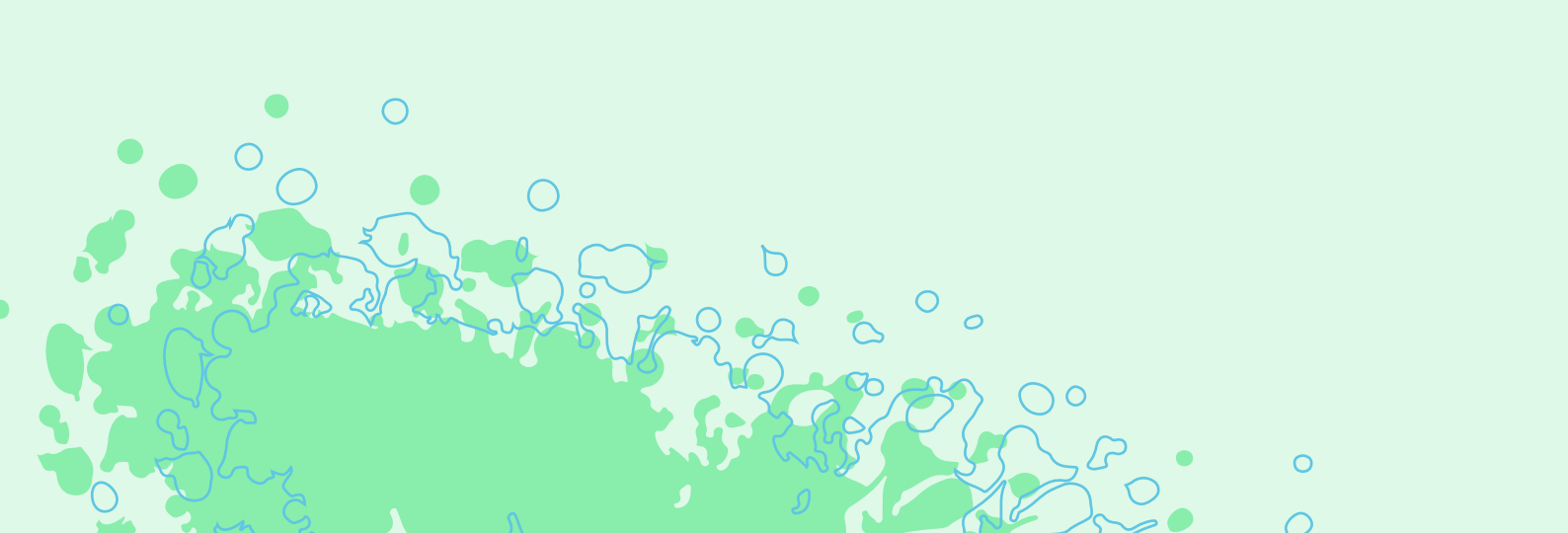
15 min

Watch-out

It is important that the approach to addressing the chosen issues is systemic and that a deficit approach is avoided. Facilitators might wish to have the definitions of each approach available to revisit them with the participants.

Link to ILOs

ILO 1



Input 5.5: Introducing step 2: Imagine

The facilitator introduces participants in more detail to Step 2 of the planning cycle model (Imagine) in more detail.

Purpose of the activity

Participants will gain a better understanding of the planning cycle model, specifically step 2: Imagine.

Procedure

Show the cycle model with step 2: Imagine highlighted and explain that this step can involve envisioning an ideal scenario or setting a goal, such as what could be achieved within the next four years.

Materials/Equipment required

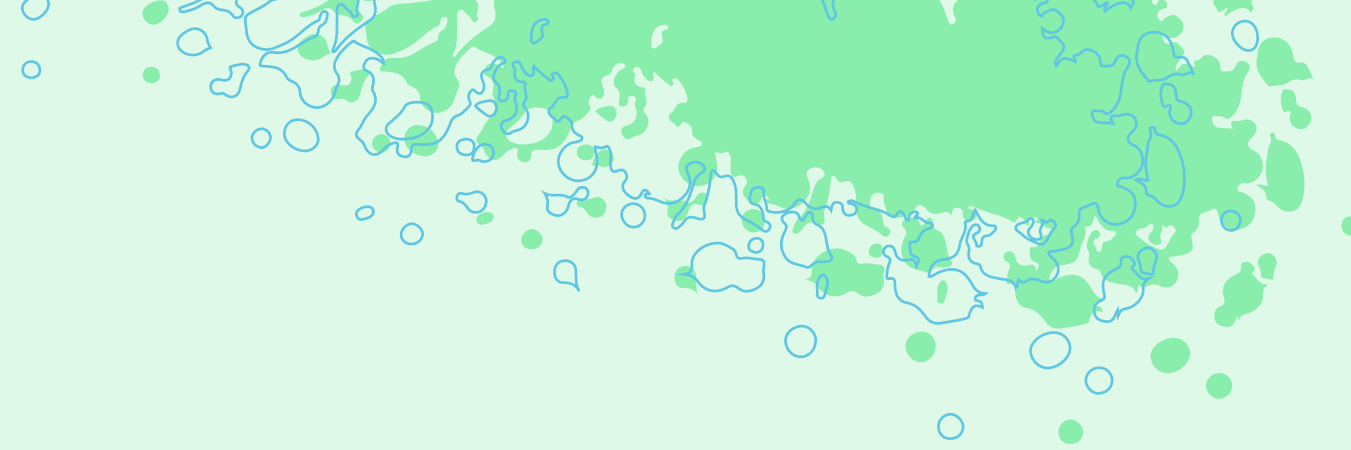
Presentation materials: Slide 84.

Timeframe

15 min

Link to ILOs

ILO 1



Activity 5.1: I have a dream...

In this activity, participants engage either individually or collectively, in imagining a shared ‘dream’ for inclusive comprehensive internationalisation.

Purpose of the activity

The goal is to have participants ‘dream’ of a ‘perfect’ inclusive internationalised university and envision what it would look like. Creating and sharing this vision with their colleagues is the first step toward making it a reality.

Procedure

Instruct the participants: “Imagine your institution with an already embedded inclusive, comprehensive internationalisation approach. What would it look like? First, reflect individually or in a small group from your unit or department for 5 minutes. Then, share your vision with others nearby or in larger groups. Consider this: What would you do if you had unlimited resources and time? What does it look like then? Focus on the language you use, set aside any doubts, and believe in your vision.”

Encourage participants to dream big, both individually and collectively.

Materials/Equipment required

Presentation materials: Slide 85.

Timeframe

15 min

Possible Variations

To make it more creative, groups could “draw” an image of their dream or alternatively write their vision statement in a poster format, which can be shared with the other teams afterwards.

Watch-out

This activity is focused on creating an inspiring dream that can motivate participants to work towards it. It should be engaging, not boring, overly lengthy, or too technical. Tone should be light, fun, and inspiring.

Link to ILOs

ILO 1

Input 5.6: Introducing step 3: Be realistic

The facilitator introduces participants in more detail to step 3 of the planning cycle model (Be realistic)

Purpose of the activity

Participants will gain a better understanding of the planning cycle model and its Step 3: Be realistic.

Procedure

Show the cycle model where step 3: Be realistic is highlighted and explain: “We have analysed the issues within our institution (step 1) and imagined our university as an inclusive, comprehensively internationalised institution (step 2). Now, in order to be realistic, we will apply the remaining thinking and activities of this module to the level of our unit, department, or individual work position. Ready?”

Materials/Equipment required

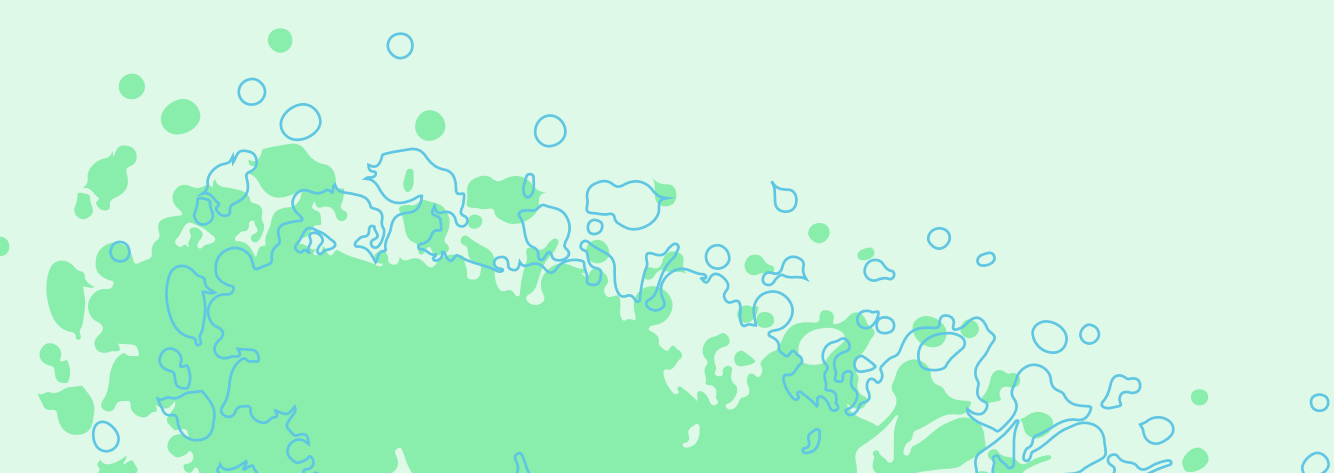
Presentation materials: Slide 86.

Timeframe

15 min

Link to ILOs

ILO 2



Activity 5.2: Let's make the dream realistic – Consultants' dialogue

In this activity, participants engage in brainstorming from consulting perspective to generate ideas and actions for achieving the dream established in the previous activity, while considering the initial analysis.

Purpose of the activity

The goal is to help participants generate innovative ideas that they can incorporate into their plans for enhancing inclusive comprehensive internationalisation, which they will develop in the upcoming activities.

Procedure

Divide the participants into groups of three or four and instruct: "One participant in each group will take on role A ('the client'), while the others will assume role B ('the consultants'). The person in role A will briefly share their main concerns regarding their contribution to inclusive comprehensive internationalisation, considering the issues identified in step 1 and the dream from step 2 of the cycle model. They might say, 'My main concerns regarding my contribution to ICI from my job position/unit are... / The difficulties I see are...'. This sharing will last for 2 minutes.

The participants in role B will then discuss among themselves, reflecting on the concerns shared by role A and brainstorming potential solutions, while role A listens and takes notes. After this discussion, the person in role A thanks the group for their ideas and contributions. The roles will then be switched, allowing another participant to take on role A while the others take on role B."

Materials/Equipment required

Presentation materials: Slide 87.

Participants should have tools for note taking.

Timeframe

15 min

Watch-out

It is important to have a timekeeper for each team! Additionally, the participant in role A, receiving the consultants' ideas, should not reply, explain, justify, or praise the suggestions. Instead, they should listen without judgment, allowing themselves to be open to new ways of thinking and doing things. It is also good to remind the participants in role B (the consultants) to have constructive comments and to give their opinions in a respectful way.

Link to ILOs

ILO 2, ILO 3



Input 5.7: Introducing step 4: Be concrete

The facilitator introduces participants in more detail to step 4 of the planning cycle model (Be concrete).

Purpose of the activity

Participants will gain a better understanding of the planning cycle model and its step 4: Be concrete.

Procedure

Show the cycle model with step 4: Be Concrete highlighted and explain that to move closer to the realistic scenario, it is essential to outline the following: Key Performance Indicators (KPIs) and Outcomes, Actions, Responsible Person(s), and Deadlines.

Materials/Equipment required

Presentation materials: Slide 88.

Timeframe

15 min

Link to ILOs

ILO 2, ILO 3

Activity 5.3: Making your plan

During this activity, participants will create plans for their unit, department, or individually, outlining the actions (timed and with expected results) needed to achieve the dream they have established. These plans should be based on their analysis, the dream they envisioned, and the consulting session.

Purpose of the activity

The goal is to help the participants define an action plan. This will not be an exhaustive plan but rather a simple and practical first draft that includes the basic elements of an action plan. From this document, each participant can further develop and specify the action plan according to their needs.

Procedure

Instruct the participants: “In your unit, department team, or individually, begin creating a plan using the provided template. You may draw on the ideas generated from the previous exercise. Starting with the outcome or Key Performance Indicator (KPI) maintain the focus on the desired results and identify the appropriate actions to achieve them. A KPI refers to a concrete, measurable way to assess the achievement of the expected goals. Your plan should include the following elements: defined objectives, and for each objective, specify the outcomes/KPIs; actions; deadlines, responsible persons.”

Materials/Equipment required

Presentation materials: Slide 89.

Ready form for making plans printed to be given to the participants. (See this manual APPENDIX 5: Templates, Forms, and Handouts for Training, Template 3: Form for Activity 5.3. Making a Plan.)

Timeframe

15 min

Possible Variations

You can also split the task and allow each group to create a collage representing one dimension.

Watch-out

The plan can be developed at the institutional level or, even better, at the level of the participants’ unit, centre, or department. This ensures that the plan is directly implementable by them, making it not only high-level and theoretical, but also practical and a tool for real implementation.

As a facilitator, you might also wish to make sure you know what “KPI” refer to and how to explain this concept to the participants.

Link to ILOs

ILO 1, ILO 2, ILO 3

Activity 5.4: How does your plan identify the six pillars?

In this activity, the participants are engaged in reflecting and exploring how the different actions in their plans are linked with the six pillars of comprehensive internationalisation adjusted for the ICI context and introduced in module 1 (input 1.4) and in this way to the ICI Framework.

Purpose of the activity

To help participants to connect their plans to ICI Framework and take a more systemic approach to improving inclusiveness of internationalisation.

Procedure

Encourage participants to reflect on their plans: “How does your plan relate to the six pillars of comprehensive internationalisation adjusted for the ICI context, which we discussed in module 1? How does it link to institutional commitment? What support do we need from the other pillars to move this forward? How does it align with the vision and mission of your institution?”

Remember to highlight that all these six dimensions are connected and influence each other.

Materials/Equipment required

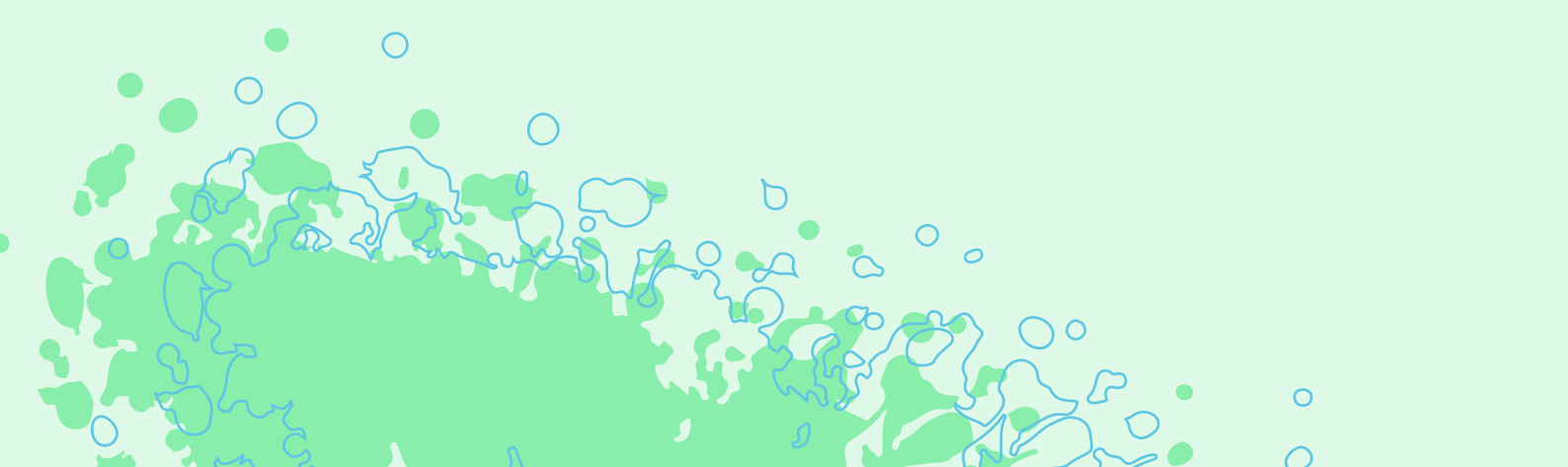
Presentation materials: Slide 90.

Timeframe

10 min

Link to ILOs

ILO 1, ILO 2, ILO 3





Input 5.8: Next steps – Continue the dialogue

In this activity facilitators briefly explain to the participants the next steps in the planning cycle model—step 5: Implementation and step 6: Check—and what these steps mean in the context of ICI process.

Purpose of the activity

The goal of this activity is for participants to gain a deeper understanding of the last steps of the planning cycle model and their relevance to the ICI process—step 5: Implementation and step 6: Check.

Procedure

Explain to the participants:

- “Step 5: Implementation is a roadmap/plan of action for after the course, referring to what the participants are committing to doing/implementing/contributing to inclusive comprehensive internationalisation, and it will be done in the wrap-up section of this training.
- Step 6: Check is a continuous systemic process, and it needs to sit in the PDCA cycle of the institution. There must be an implementation process with checkpoints and a decision on who is responsible for them.”

Materials/Equipment required

Presentation materials: Slide 91.

Timeframe

5 min

Link to ILOs

ILO 2, ILO 3

Activity 5.5: Coming full circle...

In this activity participants are engaged in reflecting on how inclusive their plans are, based on the definition of inclusive internationalisation as presented in module 1 (activity 1.1)

Purpose of the activity

To remind participants of the ICI definition of ‘inclusive internationalisation’ and encourage them to link their plans with the ICI Framework, fostering a more systemic approach to their plans and actions.

Procedure

Engage participants in a discussion by showing the slide with the definition of ‘inclusive internationalisation’ and ask: “Referring back to the definition of inclusive internationalisation, how inclusive is your plan? How does it address continuity and critical reflection? Let’s revisit the definition and reflect on how well your plan aligns with these principles.”

Materials/Equipment required

Presentation materials: Slide 92.

Timeframe

10 min

Link to ILOs

ILO 1, ILO 2, ILO 3

Activity 5.6: End of module reflection

This activity is the same as in the end of each module (1.8 / 2.5 / 3.7 / 4.5 / 5.6). It serves as a reflection to connect the knowledge and understanding gained in the module to their diverse work environments. The aim is for participants to view ICI not as a distant concept but as something relevant to their work and everyday professional reality.

Purpose of the activity

To summarise key takeaways and encourage reflection.

Procedure

Engage participants in a group discussion: “How does what we have seen connect with your own work environment? Think first individually and make a note. After this, discuss with people next to you, and finally share the main points with the group.”

Materials/Equipment required

Presentation materials: Slide 93.

Timeframe

5 min

Possible variations

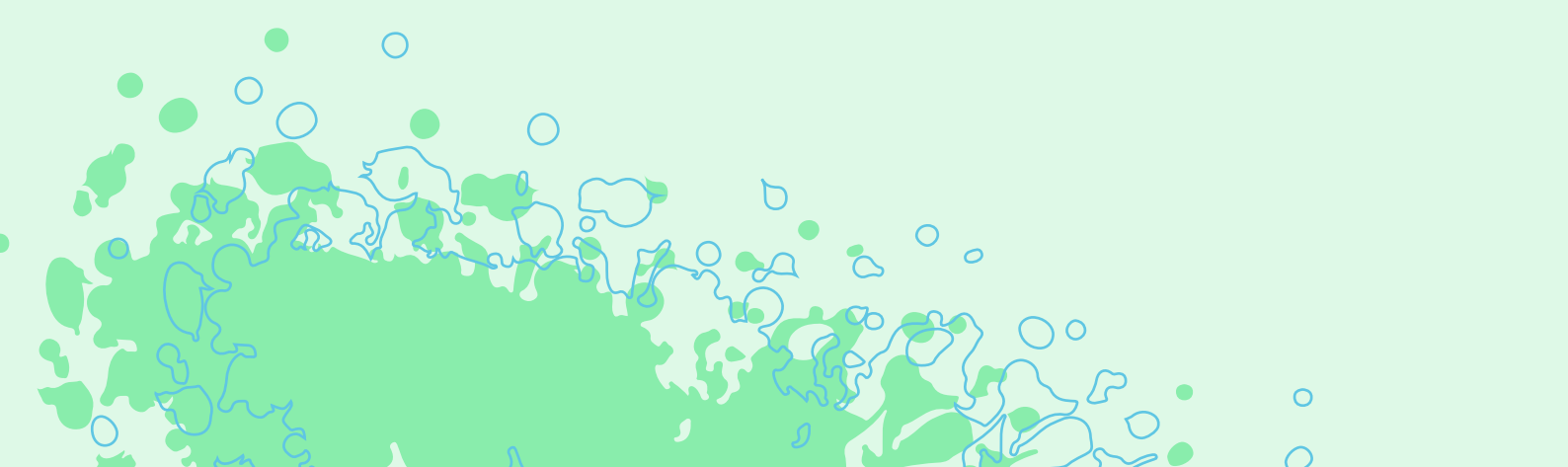
If running out of time, you can skip the individual thinking and pair discussions and go directly to a group discussion on how the plans align with the principles of inclusive internationalisation.

Watch-out

Encourage participants to reflect on the training’s impact as this is an important part of learning from the training.

Link to ILOs

ILO 1, ILO 2, ILO 3





Module: Wrap-up of the ICI Training

Input 6.1: Let's recall the overarching intended learning outcomes

In this activity, participants explore what they have learned in relation to the overarching intended learning outcomes (ILOs) of the ICI training.

Purpose of the activity

To remind participants of the overarching intended learning outcomes (ILOs) of the ICI training course and to assess how these outcomes have been addressed and met throughout the training.

Procedure

Present to the participants the overarching intended learning outcomes (ILOs) of the ICI training course: "Let's check whether we have covered the overarching intended learning outcomes by going through them together."

Materials/Equipment required

Presentation materials: Slide 95.

Timeframe

5 min

Link to overarching ILOs

ILO 1, ILO 2, ILO 3

Activity 6.1: Let's draw our roadmaps

Through this activity, participants prepare a visual roadmap based on the plan they made in module 5 and identify three main checkpoints to reach the goals set.

Purpose of the activity

To present the action plan created in the last activity of module 5 by creating a roadmap that simplifies and visualises it, while also selecting three milestones (or checkpoints) that will help each team determine if they are on the right track.

Procedure

Inform the participants that this activity is to be done individually or in small groups, if there are two or three participants from the same unit/department/faculty. Give each participant or unit group an A3/A2 poster featuring a drawn roadmap, or flipchart paper for the participants to create their own roadmap, and instruct:

- “STEP 1: Draw a roadmap of individual / unit plans for the future (for after the course) regarding your commitments to inclusive comprehensive internationalisation. These commitments can be simple or easy and should not involve anyone not participating in this training. Focus on small steps or projects that can be implemented easily and individually.
- STEP 2: Highlight three checkpoints. These checkpoints will help you to assess how your implementation is progressing.”

Tell participants that this activity is shared with the entire group through a gallery walk in the following activity (activity 6.2)”

Materials/Equipment required

Presentation materials: Slide 96.

Printed out roadmap templates for each participant A2/A3 size. See this manual APPENDIX 5: Templates, Forms, and Handouts for the Training, Template 6: Template for Activity 6.3. Roadmaps.

Timeframe

20 min

Watch-out

The roadmaps should not involve anyone not participating in the course, as there is the tendency sometimes to think of big projects involving other people, which are likely to fail. Small steps, small projects that can be implemented easily and individually are more likely to succeed and lead to a sense of fulfilment that will most likely engage participants further in internationalisation. It is important that these simple ground rules are mentioned to participants before they draw very complex or over-committing roadmaps.

Link to overarching ILOs

ILO 2, ILO 3



Activity 6.2: Gallery walk of roadmaps

In this activity, participants are presenting the roadmaps created in the previous activity (activity 6.1.) to the other participants using a gallery walk model. The authors of each roadmap poster first provide a brief presentation of the main points, which is then followed by feedback and questions from the other participants.

Purpose of the activity

To view and discuss various roadmaps through an interactive and visually engaging learning activity known as a gallery walk where participants move around a physical (or virtual) space. This format encourages exploration, peer-to-peer discussion, and the exchange of ideas. It also helps participants to focus on the “next steps” after the course.

Procedure

After participants have drawn their roadmaps, ask them to hang their roadmaps around the room. Following this, all participants will walk from one roadmap poster to the next. Instruct: “The author(s) of each roadmap poster should briefly present their main points, checkpoints, fears, hopes, and timeframe of the roadmap. You have about 3-5 minutes per presentation. After each presentation, the other participants should provide feedback or pose questions. This will also be timed. After each round, a round of applause and cheers for the author(s) is a good way to give recognition to the ones presenting.”

Materials/Equipment required

A space to hang the posters created in activity 6.1 is needed. Some Blu Tack, cellophane tape, or pins may be required to attach the posters to the wall. Additionally, a clock, watch, or phone should be available for timekeeping.

Presentation materials: Slide 97.

Timeframe

30 min

Possible variations

There are many ways to do the gallery walk. If there is time, participants can go from poster to poster and its author(s) will share their commitment/s to inclusive internationalisation going forward (a maximum time per presentation should be given, e.g. 3 minutes each, followed by 1 or 2 minutes for feedback or questions from the rest of the group). If there is not enough time to listen to **all** participants in this format, the group can be divided into three (participants A, B and C). In this case one can ask first group A to present their posters in different spaces of the training room (to people from groups B and C who can go to one poster of

their choice). This is also timed (e.g. 5 minutes explanation + 2 feedback/questions). Then, it is the turn of group B, and finally the same for group C.

Watch-out

The rules of feedback can also be shared, if necessary, to make the feedback constructive.

Link to overarching ILOs

ILO 1, ILO 2, ILO 3





Input 6.2: Let's check expectations...

In this activity, participants are reminded about the expectations they set for themselves at the beginning of the training, including both the main expectations and any hidden agendas, and are to examine their learning journey.

Purpose of the activity

To summarise personal key takeaways and encourage reflection.

Procedure

Present to the group: “Let’s go back to the initial participants’ expectations (slide 11 / activity 0.3). We will read them again to make sure that we have met them. Have we met this expectation? Yes! Have we met that expectation? Yes!” This activity should be made fast-paced and fun if possible, referring back to some fun expectations as well from the hidden agenda.

Materials/Equipment required

Expectation Post-its/notes participants made in activity 0.3 of the Introduction ICI Training section.

Presentation materials: Slide 98.

Timeframe

10 min

Input 6.3: Reminding about the post-training survey

Procedure

Remind the participants: “Remember to complete the post-training survey. The link will be sent via e-mail. Keep your code safe! Use the **same** code for both the pre- and post-training surveys. Tank you for taking the time to do it! It is crucial for us!”

Further: “There will be a follow-up survey sent to all participants in 3-4 months to assess the impact of the training. Please keep your code!”

Materials/Equipment required

Presentation materials: Slide 99.

Timeframe

5 min





Guidelines on implementing ICI activities within your institution

The ICI model can be implemented involving the whole higher education institution, or it can be done in smaller units as well, for example at a departmental, school or programme level. Regardless of the targeted level, it is important to contact the leadership for their support in the implementation of the ICI model. Support from the leadership is crucial, for example, to provide enough resources for the implementation of ICI. It might be easier to start from smaller units and convince their leadership first, and with success from these then move to other units.

When planning to start implementing the ICI model, first, establish an **ICI Core Team**. This team will work together as the main change agents for implementing a comprehensive and inclusive internationalisation strategy in the institution, department, school, unit, or programme where the ICI model is applied in. To ensure that different perspectives are captured, the ICI Core Team composition needs to reflect the diversity and the needs within one's institution. ICI Core Team includes different stakeholders, offering the opportunity for the team to become more inclusive as well. As an example, in the ICI project, each partner institution had an ICI Core Team of seven members, which included an internationalisation leader, a teaching coordinator (academic staff), an educational developer, an administrative staff member, an ICT/Blended learning expert and two students. Moreover, as part of their role the ICI Core Team members are expected to proactively reach out to underrepresented students and staff at their respective unit, for example by involving student unions, clubs or community centres and related networks for staff in the self-assessment phase and in the ICI Training phase, and by organising events to raise the awareness of ICI. Including students in the ICI Core Team as equal partners is especially important in the ICI context.

The next step in implementing the ICI model is to conduct an **ICI Self-Assessment** following the Guidelines (see this manual APPENDIX 2: ICI Self-Assessment Tool and Guidelines). Conducting the Self-Assessment is a task for the ICI Core Team. The purpose of the ICI Self-Assessment is to support the institution in its reflective process towards a systemic approach to inclusive comprehensive internationalisation, to understand its strengths and weaknesses, and to explore opportunities to enhance the quality of education by fostering inclusive internationalisation, for example through increasing the institutional awareness of negative (un-)intended outcomes, mitigating against any unintended negative systemic outcomes, and enhancing its positive intended outcomes. The ICI Self-Assessment consists of two parts. Part 1 articulates desk research on the institutional stated intentions and ambitions related to inclusion and internationalisation. To do so, ICI Core Teams analyse any published strategy, regulation or official document. This part observes what the institution “says”. Part 2 of the Self-Assessment tool involves interviews and focus groups

to collect the perspectives and experiences of the participants on inclusiveness of internationalisation. This part is more related to “how it feels”. In the final step of the field work for the self-assessment, the outcomes of the document analysis will be cross-referenced with the results from the interviews and focus groups to form a single report on the institutional ambition regarding inclusive internationalisation and how this is working in practice. The document analysis (part 1) and the interviews (part 2) follow the same structure provided by the six dimensions of the American Council for Education ACE model for comprehensive internationalisation.

The ICI Self-Assessment must be completed before starting the ICI in-house training because the findings of the self-assessment will be used as the basis for the ICI in-house training and also as an input for several assignments during the ICI Training.

The ICI Training is designed to help the participants address institutional issues that prevent students from benefiting from internationalisation, particularly those related to students’ backgrounds and characteristics. The ICI Training consists of 5 modules. In the first module, “Diversity and inclusivity in internationalisation” a conceptual approach is addressed. The module “The hidden curriculum and involving ALL students” tackles an analysis of the formal and/or informal curriculum and the support services, the interconnectedness with possible ‘hidden’ curriculum’ (Leask, 2015), and how this can exclude some students from international experiences. “Boundary-crossing collaboration” module, addresses the different levels within the HEI community that are affected by ICI, and also relates to interdisciplinary projects and trans-sectional collaborations. The fourth module relates to “Inclusivity in an international collaborative “online environment”, in this way going beyond the on-campus delivery approach to inclusivity, and the last module named “Scenarios and roadmaps towards inclusive comprehensive internationalisation” is about engaging and empowering participants for action from their specific roles. The training starts with an introduction and ends with a wrap-up session.

The ICI Training Manual is designed for the institutional ICI Core Team to implement the in-house ICI Training and to ensure the quality of their delivery. In relation to this, to assess the impact of these trainings, also is a key component of the ICI model. This assessment is carried out through sending of pre- and post-training surveys as well as post-training follow-up survey or interview, which participants fill in to help us to evaluate their knowledge acquirement through the training, but also the impact that the ICI Training has had on them and their surroundings. This helps the organisers improve their training, as well as potentially feeds them with valuable proof to be used for decision-making. This progress can also help the institutional leadership to move forward with the next steps in implementing more inclusive comprehensive internationalisation.

The following steps in implementing the ICI model depends on which were the first steps done. If the implementation of the ICI model started in smaller units within a HEI, the experiences and feedback from this event can be utilised to encourage other units or larger entities within that HEI to start implementing the ICI model. Whether the implementation of the ICI model started from smaller units or within the whole HEI, it is important to continue to offer the ICI Trainings. Most likely not all relevant members of the staff were able to join the first time, but also there might be those who were not yet aware of this opportunity. Consider if ICI Training could be regularly offered as part of staff training programmes.

Follow-up meetings with trainees, dissemination and open events to explain and share experiences can help boost the results and take-aways from the ICI Trainings. In order to see how trainees have been implementing their plans or in other words the **ICI Roadmaps** for improving inclusion in internationalisation opportunities they created during the ICI Training within their units, organise regular meetings as check-points for them, but these events can also be open events for encouraging others to get involved in ICI activities.

The ICI Trainings are mainly designed for HEI staff, but it is also important that students are aware of ICI and how it seeks that the benefits of internationalisation reach all students.

During the ICI project, each partner institution organised an **ICI Festival** to raise the awareness in their own HEI about ICI. The objective of the ICI Festival is to include as many different voices as possible in the construction of an inclusive and comprehensive approach to internationalisation, ranging from lecturers to support staff and students, and inspiration: to spread the word of ICI in a fun and festive way, inspiring others and paving the way to a successful implementation and dissemination of ICI. Based on these experiences, organising an ICI Festival is highly recommended. These Festivals can take many forms and serve different purposes, depending on the needs and the context of the institution. The objectives can include raising awareness regarding the importance of inclusivity in a truly comprehensive internationalisation among staff and students, informing students about the different internationalisation opportunities offered for all of them and the relevance of developing international and intercultural competences, as well as inspiring all to get involved in improving inclusive internationalisation.

Considering that the implementation of ICI intends to reach all stakeholders within the HEI, including students, it is anticipated and expected that the changes and moves towards more inclusive internationalisation take place in many levels, which are not necessarily parallel and not even moving at the same pace. The most important thing is that changes are starting to take place towards a more inclusive internationalisation. Support from leadership and the allocation of resources really help and are important for the implementation of ICI, but there is also a lot that can be done without any additional costs. As one of the ICI trainees pointed out, 'attitude and motivation does not cost anything'. As members of the staff of a HEI representing different professional roles, we can take a critical view on the way we do our work, how we communicate with different students or in which way we develop our processes and analyse if we are perhaps creating obstacles for the students' participation in international opportunities. If we do, how could we change this and become change-makers and enablers?

Just as internationalisation, inclusive comprehensive internationalisation does not have a final stage where one arrives and then it is done for good. In the same way the global changes and evolution require constant development and adaptation from our HEI, inclusivity efforts are in continuous development and demand of an aware institution, capable to embrace the positive effects of diversity, wherever this may arise from. In this sense, the ICI implementation process is never complete, there is no end goal to reach, but this is to be understood in a positive way, because every step towards it, counts. As the ICI definition for inclusive internationalisation states it '...is a continuous critical institutional dialogue....'. Some might consider this makes ICI seem perhaps something unachievable, however, in reality, this only means there is no one fit for all type of ideal model that all should reach, but rather a shared ideal, towards which there is something that we all can do. Because every voice counts, and after all, if you can be anything, be inclusive!



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APPENDICES

Glossary of Terminology

Accessibility and transparency of information in higher education.

The practice of ensuring that all students, including those with disabilities, have equal access to educational materials and resources. This involves creating an environment where information is available in multiple formats and is easily accessible to everyone. It is necessary to clarify that accessibility of information is not only that information is accessible, in the sense that it is easy to find and to access. Accessibility of information also means that all people, regardless of their abilities, circumstances and context can access, perceive, understand, and interact with the information (e.g., Viera, 2020)

ACE American Council on Education (<https://www.acenet.edu>)

Criticality

The critical being is seen as the integration of three forms of criticality: critical reason, critical self-reflection and critical action. In this view, critical thinkers:

- reflect critically as they evaluate knowledge,
- develop powers of critical self-reflection
- are prepared to take critical action

Thinking is collaborative in character and must be sustained through shared activity and discourse around collective standards within a community (Barnett, 1997)

Collaborative Online International Learning – COIL

The State University New York COIL Center defines/describes Collaborative Online International Learning (COIL) as an approach that brings students and professors together across cultures to learn, discuss, and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. This method enables all students to have a significant intercultural experience within their course of study (SUNY COIL Center, n.d.).

Comprehensive Internationalisation

Comprehensive internationalisation has been described by Hudzik (2014) as a commitment to integrating international and comparative perspectives throughout the teaching, research, and service missions of higher education institutions. This definition has inspired the development of the framework for comprehensive internationalisation by the American Council of Education (ACE, n.d.)

Diversity in higher education

Diversity in an organisation refers to who is represented in the university. It points towards the variety in

audiences and context in terms of for example race/ethnicity, socio-economic class, colour, gender, age, ability, language, religion, sexual orientation, neurodiversity and their intersections (Siri et al., 2022).

Equity in higher education

The principle of fairness in providing access, opportunities, and support to all students, regardless of their personal and social circumstances. (Amaral, 2022).

HEI

Higher Education Institution

Inclusion in Higher Education

Policies, measure and practices that promote values of pluralism, tolerance, justice, solidarity, non-discrimination and equality in higher education institutions. (Siri et al., 2022).

Inclusive internationalisation

“Inclusive Internationalisation is a continuous critical dialogue and purposeful action between all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity and respect, and on awareness of unintended and systemic implications.” (Gregersen-Hermans, et al., 2024)

Internationalisation at Home

“Internationalisation at home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015).

Internationalisation of Higher Education

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society.” (De Wit et al., 2015)

Internationalisation of the Curriculum

“Internationalisation of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.” (Leask, 2015).

PDCA cycle

Plan, Do, Check, Act management cycle

Respect

In the context of inclusive internationalization of higher education, **respect** refers to recognizing and valuing the diverse cultural, social, and individual backgrounds of all students, faculty, and staff. It involves creating an environment where everyone feels valued and included, regardless of their nationality, ethnicity, or cultural background. This means actively listening to and considering different perspectives, fostering open and respectful dialogue, and ensuring that policies and practices do not marginalize or exclude any group (De Wit & Jones, 2017).

Respect in this context also includes acknowledging and addressing power imbalances and systemic inequities that may exist within higher education institutions. It requires a commitment to equity and inclusion, ensuring that all members of the academic community have equal opportunities to participate and succeed (Li, 2022).

Self-identification in higher education

The processes by which students recognize and articulate their own identities within the academic environment. This involves understanding and expressing one's personal, social, and cultural identity, and how these intersect with their educational experiences (Fernández et al., 2023).

Systemic blockers and enablers

Systemic blockers and enablers relate to the dimensions and drivers of inclusivity as identified in the ICI Framework, i.e. having / giving influence on the internationalisation strategy and practices; to the underlying attitude within the university / department towards specific student groups or diversity in general; to the transparency of the strategy and practices, i.e., clarity and accessibility of information; to sensitivity of unintended consequences within the leadership and management structures of the institution / study programme / administrative services; intercultural competence and language and paralanguage.

- Systemic blockers and enablers can be out in the open but also hidden. These hidden messages counter stated ambitions to be inclusive and dominant majority groups may not be aware of them. These hidden messages can be part of (unwritten) rules and procedures, but also on how staff interpret and apply these rules and procedures.
- Enablers refer to an institution's good practices (intended or unintended).
- With the word systemic we mean that the enabler or blocker is more related to how the university is organised and behaves, and less to behaviour of individuals.
- A systemic approach aims at creating the appropriate conditions and feedback loops within a Plan-Do-Check-Act management cycle (PDCA) that support the university to learn from its 'mistakes' with a view to enhance its inclusionary practices.

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ICI Self-Assessment Tool and Guidelines

Annex to the ICI Framework

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Introduction

The focus of the ICI project is on the student experience in internationalisation. The purpose of the self-assessment is to support institutions reflect on their **systemic approach to inclusive internationalisation** (reaching every student), to understand its strengths and weaknesses, and to explore opportunities to enhance the quality of education. This includes fostering inclusive internationalisation by increasing the institutional awareness of negative (un)intended outcomes, mitigating against any unintended negative systemic outcomes, and enhancing its positive intended outcomes.

We have chosen for the term ‘**specific student group**’ because we did not want to label any group according to a specific trait or category that implicitly refers to a deficit or portrays students as outsiders. In this context, it is important to take the student’s **self-identification** with any one group as starting point. Moreover, students may identify with more than one group. That being said, the university, in its organisation and management, is geared to its **traditional student body**. This group of students usually forms the dominant majority and is better equipped to understand how things function and navigate the system accordingly. The traditional dominant majority is also considered a specific student group. Examples of specific student groups are included in the guidelines (section xxx)

The **self-assessment** consists of two Parts and results in a **single** report on the institution’s ambition regarding inclusive internationalisation (Part1) and how this is functions on practice (Part 2). Part 1 of the self-assessment tool involves desk research on the institutional or departmental units and their stated intentions. The outcomes of Part 2 of the self-assessment tool reflect the perspectives and experiences of the Participants in interviews or focus groups. For this reason, the document analysis and the interview follow the **same structure**, based on the six dimensions of the ACE model for comprehensive internationalisation. In the final step of the fieldwork, the outcomes of the document analysis will be **cross-referenced with** the outcomes of those from the interviews and focus groups.

To engage in a fruitful self-assessment of the inclusivity of internationalisation at your institution, it is suggested to include a **diversity of roles** in the ICI Core Team that will be carrying out the self-assessment in the institution. The developers of this self-assessment tool worked with a team consisting of students, academic staff, international office staff, an educational developer and a blended learning expert.

Part 1 of the self-assessment

The aim of part 1 of the self-assessment form is to analyse the university’s **current approach** to inclusive

internationalisation. In this section, the current **institutional goals, objectives, and measures** for providing all students with an international learning experience is described. Additionally, it is necessary to explain how the implementation and impact of the strategy, along with its related policies and practices, are **monitored** using a **plan-do-check-act management cycle (PDCA cycle)**. The self-assessment further aims to identify who is involved in the development, decision making, and the monitoring of the strategy. It includes six sections, inspired by the Comprehensive Internationalisation model (ACE, n.d.) as outlined in the ICI Framework (pages 18-20).

Part 1 refers to the stated strategic intent in the ICI Framework, including how its implementation and impact are monitored, and aligns to **the desk research section** in the Guidelines. Universities operate in different regional and national contexts, each with their own strategic priorities, social contexts, and diversity issues. This means that inclusive internationalisation must be **considered in that specific context**.

The strategic intent is analysed through a document review of the **example documents** listed in the guidelines (see Section 2). This desk research preferably **precedes** the interviews or focus groups. The findings from the desk research are then further explored during the interviews and focus groups. This allows for cross-referencing between the stated position of the Partner institution and the perceptions and experiences of its stakeholders.

The Part 1 of the tool comprises six sections with a total of 26 open-questions. Each section starts with an explanation, followed by an outline of the information we aim to collect relevant to encourage the **institutional reflection on inclusive internationalisation**. Part 1 concludes with an open question where you can add any additional information relevant to the ICI project. It is recommended to keep the institutional report concise **with clear references** to the specific strategy and policy documents.

Part 2 of the self-assessment

Part 2 of the self-assessment tool explores the **perceptions and individual experiences** of a diverse group of stakeholders, involved or impacted by the university's approach to inclusive internationalisation. The **target groups** for the interviews or focus groups typically consist of students, academic and administrative staff, educational developers, international office staff, and blended learning specialists.

The **interview protocol** includes the same six sections as described in Part 1. Each section starts with an **explanation**, followed by an indication of which information we aim to collect to encourage institutional reflection on inclusive internationalisation. For some questions **additional prompts** are provided. This protocol can be used in both individual interviews and with focus groups. Focus groups offer the advantage of allowing participants to learn and inspire each other. In some instances, individual interviews may be more appropriate for reasons of safety or efficiency related to a specific stakeholder perspective. Tips for selecting participants are included in the guidelines (pages 131-133).

There are 25 questions for students and 35 questions for staff. Not all questions may be equally relevant for each target group. When preparing for an interview or focus group, **consider which parts are most relevant for a specific interviewee** and select the most appropriate questions that are appropriate for this target group. In **student interviews** or **focus groups** you may consider **changing the order** of the questions, addressing pillar 3 first before moving to pillar 2. This is further explained in pages 133-135.

When recording the interview or focus group, **note the time at each the beginning and end of a section**. This will allow for quick reference to the various sections during analysis and help you keep track of the time.



Figure 1. Planning the field work.

Guidelines for conducting the self-assessment

These guidelines for self-assessment aim to support institution in conducting fieldwork (self-assessment Parts 1 and 2) at their own university. Self-assessment requires a non-judgmental approach, focussing on listening to understand and fostering stimulating reflection on daily practices and experiences within the own institution, while being sensitive to the diverse backgrounds of the Participants. These guidelines contribute to a high-quality, inclusive and comprehensive approach to self-assessment. Figure 1 outlines the five steps for conducting the self-assessment.

Based on the experience of the ICI project, preparing and completing the self-assessment takes five to six months.

Step 1: Plan

Ensuring support from leadership

To ensure the outcomes and recommendations from the self-assessment adoption by the institution, engagement of the leadership is essential. Discuss with the leadership how they perceive their role in supporting the project, and how they would like to be kept informed.

Preparation of the ICI Core Team carrying out the self-assessment

Before carrying out the self-assessment, the ICI Core Team should identify their own strengths and weaknesses. Suggested questions include:

- Who possesses the research skills and expertise in conducting research, particularly in interviewing, facilitating focus groups, and analysing data? If necessary, practice interview skills and focus group facilitation with one another.
- Who has the communication skills to engage participants and share the ICI mission and vision with the appropriate stakeholders within the institution?
- Who has the organisational skills to manage the self-assessment, the ICI training, and its institutional follow-up?
- Who has relevant formal and informal networks within the institution, and how can they be mobilised for the project's purpose? If necessary, engage with any relevant networks that may be lacking. These skills are relevant to assure the inclusivity of the self-assessment.

Interviews or focus groups?

Consider how the data or information within Part 2 of the self-assessment can be best collected. The goal is to explore the perspectives of a wide range of stakeholders to understand the variety of lived experiences at the institution and to uncover potential hidden messages or institutional blockers to inclusive internationalisation. For some stakeholders, focus groups might be helpful to uncover these. For other stakeholders, individual interviews may be more effective in revealing these insights, while for others, individual interviews might be more suitable. Regardless of the option chosen, creating a safe environment is essential to encourage openness and freedom of expression among participants. The interviewer's role is to facilitate a conversation between the participants using appropriate prompts rather than adhering strictly to a fixed set of questions.

An important benefit of conducting a focus group discussion is that it allows for the inclusion of significant topics that the researcher (in this case, the ICI project) may not have initially considered. Additionally, participants can find it valuable to engage in discussions with their peers from the institution and gain immediate insights. However, a disadvantage is that organising a focus group can be time-consuming, particularly when working with individuals who have busy schedules.

In addition, flexibility in the setup of the fieldwork is important, as participants may not always be able to join a focus group, for reasons of efficiency, while others might join spontaneously. **Ensure that participant data is recorded accurately.**

Ethical approval

Ethical guidelines may vary, depending on the institutional context. Generally, two types of consent are required from participants:

- Consent to participate in the research
- Consent to give (sensitive) personal information

Additionally, to use the information collected in the final institutional report, the anonymity of individual participants must be guaranteed. Participants must also be informed about how their data will be stored and for how long. It is advisable to review the own institutional policies regarding these and other ethical and general data protection rules.

Step 2: Desk research

A good starting point to explore an institution's inclusivity of internationalisation is to identify relevant documents and resources. It is important to define a clear focus, focus, whether on the entire institution, a specific faculty, or a particular study program. When opting for a smaller focus, ensure that key documents and resources at the institutional level are not overlooked. Within the chosen focus, examine relevant offices, projects, and processes. Examples of documents and resources include:

- Internal policy documents on internationalisation within the institution, faculties and specific study programs
- Overall institutional strategy. Are internationalisation, inclusion or inclusive and comprehensive internationalisation integrated in the strategy?
- Internal diversity and inclusion policies that reference internationalisation
- Institutional websites with information for international students and staff
- Institutional websites with information for outgoing students and staff

- Curricula for (international) degree programs
- Brochures and informational material provided by the institution for incoming and outgoing students and staff

After collecting the documents and resources, consider the following elements:

- **Authorship:** Who wrote the documents?
- **Audience:** For whom are the documents intended?
- **Timeline:** When were the documents written? Are there multiple updated versions?

The self-assessment tool for desk research can be found in Chapter Three of this annex.

Use the tool's questions to create an overview of the institution's available documents and resources on internationalisation. Questions may be added or skipped. Guidance on how to analyse this overview is described in Section five of this annex. The outcomes from the desk research will serve as the input for the interviews and focus groups of Part 2.

Step 3: Participants

Identifying and approaching participants

One of the key actions of the self-assessment is interviewing stakeholders, to gain insights into the lived experiences around inclusive internationalisation at the institution. It is important to select the right people for the interviews. Roughly, the participant can be divided in five categories:

1. People who create the institutional policy on internationalisation (e.g. policy makers, project groups, task forces, think tanks, leadership)
2. People who decide on the institutional strategies and policies on internationalisation (e.g. institutional board, (student) councils, deans, department heads, committees)
3. People who implement or work with the institutional policy on internationalisation (e.g. teachers, international officers),
4. People who are affected by the institutional policy on internationalisation (e.g. students)
5. People who are potentially underrepresented by the institutional policy on internationalisation

Points to consider when selecting the participants:

- People can take on various roles (e.g. academic and leadership)
- It is beneficial to first invest time in mapping relevant Participants before approaching them.
- Consult with colleagues to identify potential participants who may be unknown to you. This helps avoid the usual suspects and ensures a wide range of experiences and perspectives
- Explore relevant (grassroots) student networks present in the institution
- Consider which ICI Core Team members conduct interviews or focus groups. Interviewing someone with a completely different position can help question certain viewpoints and assumptions that are easily taken for granted. Conversely, when interviewing people in specific roles it can be useful or even necessary to have knowledge and experience with the system. Be mindful of institutional hierarchies and culture.

Fill out the overview below (or a comparable one) about the Participants:

Name	Position	Involvement with (inclusive) internationalisation	Contact details

Privacy and consent

- For some Participants you can guarantee anonymity in the final reports, for others, this will be more difficult, since there is only one or a few individual(s) with that position. Consider this and communicate clearly with the interviewee.
- Discuss with the interviewee which information about their position can be included in the reports.
- Make sure you are informed about the privacy procedures concerning research in your institutions. See also the section on ethical approval above, and consult the ethics and integrity officer. Use the designated forms for your interviewees to be signed

Communication

Get together with the ICI Core Team and discuss:

- How and who should approach different stakeholders (tone of voice and medium, such as email, conversation, or online postings?)
- What should be included in the invitation?
- Test the invitation to check whether it resonates with the different stakeholder groups.
- Collaborate on a standard email for everyone to use and adjust.

Focus groups

When deciding on focus groups, consider the following:

- For which group of stakeholders will it be particularly interesting to interview them in a group?
- For which group of stakeholders will it be realistic to conduct interviews in a group setting (think about availability, privacy)?
- Is it interesting to have a focus group with similar interviewees (e.g. students, teachers) or to have a mixed focus group in which different perspectives are exchanged? Consider that some students may not feel comfortable discussing openly among teachers or leadership.
- When organising a focus group, make participation attractive. If it is held at the end of the workday, provide drinks and snacks, for instance.

Examples of specific student groups

In support of the self-assessment, we have listed **some examples** of specific student groups, networks or platforms that students may identify with. Some of these categories may have been identified by law, others

by the institution. In some instances, universities may be forced by law to collect this data and include it in the student administration for monitoring purposes; other universities may be prohibited by law from collecting this data.

This list provided below is not exhaustive and serves for illustration purposes only.

- Gender
- Disability
- Orientation (LGTBQ+)
- Ethnicity
- First-generation students to university
- Socioeconomic background
- Nationality
- Religion
- Student as a carer/provider/parent
- Other ...
- I don't identify with any of these categories
- Prefer not to share

Step 4: Interviews and focus groups

Before starting the interviews or focus groups, review the outcomes of the self-assessment tool from Part 1, and decide which outcomes of the desk research are the most relevant to discuss.

The field work in Part 2 is an iterative process. Make sure to frequently review and discuss within your ICI Core Team how it is progressing. What is going well? Are there any aspects that you should and could adjust? For example, consider searching for different documents in desk research, approaching different interviewees or focus group Participants, using a different interview or focus group setting.

Interviews

How to do the interview?

1. Discuss with all the ICI Core Team members responsible for conducting the interview. Read these guidelines together to ensure everyone is on the same page.
2. When conducting an interview, create a safe environment for the participants express their thoughts freely. Choose a setting with minimal distractions.
3. Inform participants that all information will be treated confidentially, that they can stop the interview at any time, and that there are no risks or consequences in participating for their for their academic performance or employment.
4. Record the interview using recording device. Make sure you test the recording device in advance and that you have enough storage to record the whole interview. Next, decide if you want to make notes to give a summary at the end of the interview. If you make notes, make sure to maintain eye contact.
5. Introduce the interview to the Participant.
 - Begin by explaining the purpose of the interview

- Outline what you would like to discuss, ask for permission to record the interview
 - Provide an estimate of the interview's duration
 - Ask the interviewee to self-identify (e.g. her, them, himself).
6. Determine which topics you would like to begin with, based on the outcomes of the desk research and the person you are interviewing.
 7. Ask the relevant questions from part 2 of the ICI self-assessment tool. Ask one question at a time. Encourage the interviewee's responses (e.g., by nodding your head, or giving verbal cues like humming). Select the most relevant questions. Do not worry if you only manage to cover part of them—the main goal is to gather useful insights.
 8. When changing from topics, provide transitions between the topics. E.g. say: we have been discussing this topic for a while, and I would like to move on to another topic.
 9. End the interview by summarising the interviewee's responses to the topics. Ask if they would like to add anything further. Inquire if they would like to receive the results and let them know that they can contact you any time with additional questions. Ensure they have your contact details. Make sure to thank the interviewee before concluding the interview.
 10. After the interview, write down any specific observations you made during the interview. For example, did the interviewee become nervous or excited while discussing specific topic, or did you notice any other changes during the interview? This information could be useful.

Example introduction

"Thank you for Participating. My name is {insert name} and I am {role in ICI Core Team} for the Inclusive Comprehensive Internationalisation project. This project focuses on enhancing inclusivity ensuring that every student has an equity of opportunity to benefit from it and involves all university stakeholders. I will be asking you questions about your views on various topics that relate to inclusive internationalisation. The topics we will discuss include institutional commitment and policy, leadership and structure, curriculum and co-curriculum, faculty and staff support, mobility, partnerships, and networks. Please feel free to share any thoughts that come to mind; all information will be treated confidentially. You may stop the interview at any time, and there are no risks or consequences for participating. The interview will take around 45 – 60 minutes. May I record the interview?"

Focus group

How to conduct a focus group:

1. Decide on a number and combination of participants for the focus group. Typically, a group of four to six participants creates a setting where individuals can inspire one another and still having enough space to contribute.
2. Discuss within your ICI Core Team each member's role (e.g., leading the discussion or taking notes).
3. Determine within your ICI Core Team which outcomes of the desk research would be valuable to discuss further in the focus groups.
4. When recording the focus group, ensure that you test the recording device in advance and have enough storage to capture the whole discussion. A video camera can also help identify who said what during the conversation.

If your ICI Core Team determines that a video camera may inhibit participants from speaking freely, you can opt to use a voice recorder instead (ensure compliance with GDPR). In that case, you can ask participants to

state their names when speaking to make it easier to distinguish voices during data analysis.

Extra training

Discuss if facilitators would benefit from training or practice in leading a focus group. Watch this video: <https://www.youtube.com/watch?v=VSwTvkTsOvI>

Step 5: Evaluation

In this section provides guidance on how to make sense of findings from the self-assessment.

Analysis and interpretation of Part 1

The desk research provides an overview of strategies, policies and practices at the institution. To assess whether consideration is given to including or reaching all students in internationalisation, this overview is analysed using the following question:

- Are any concepts related to inclusion, diversity, equality, equity mentioned in the document?
- Are any concepts related to the dimensions of inclusivity described in the ICI framework, such as influence, attitude, transparency.

This analysis results in an overview of the stated intentions and claims an institution makes regarding inclusive internationalisation for students. This overview serves as input for the interviews and focus groups.

Analysis and interpretation of Part 2

Two steps guide this phase.

- Identify the key themes emerging from the interviews and focus groups. This is by accomplished through inductive thematic analysis for each pillar within the framework. Additionally, for each theme, selected quotes are lifted from the findings to illustrate a specific theme. This results in an overview of the blockers and enablers of inclusivity for each pillar, as experienced by the participants in Part 2 of the self-assessment.
- Identify and note examples of enablers, blockers or hidden messages regarding inclusive internationalisation for each of the six pillars.
- These lived experiences are then compared to the stated claims for inclusivity that emerged from the desk research in Part 1.

Evaluation of inclusivity for each pillar in the framework

- The outcomes of the comparison are then interpreted based on the dimensions and drivers of inclusive comprehensive internationalisation described in the framework. This leads to an overview of inclusivity in internationalisation for each of the pillars within the framework.

Validating the outcomes

After analysing the findings, the results should first be discussed within the ICI Core Team:

- Which information stands out, is surprising?
- What are the enablers and blockers within each of the pillars?
- How will the results be communicated to the participants?
- How will the results be communicated to the wider institution community?

Second, the results are shared with the Participants for further feedback and comments. The same questions described above can be used for this

- Which information stands out, is surprising?
- What are the enablers and blockers for each of the pillars?
- Any additions or changes?

Third, communicate the outcomes to the leadership and the wider community to get further feedback and engage the institution in the critical dialogue referred to in the definition of inclusive comprehensive internationalisation.

What's next?

Based on the self-assessment of the institution the ICI training program has been developed by the ICI project to acquire skills and knowledge for enhancing the quality of education and promoting inclusive comprehensive Internationalisation.

Institutional self-assessment

Part 1 Institutional data

Name

Country

Type ... research or applied

Comprehensive (which areas of study / research)

Number of students

Pillar 1 CI Institutional commitment and policy

Inclusive internationalisation requires priority in an institution's strategic plan. In the self-assessment we look at the explicit commitment to inclusive internationalisation by institutional leaders. Questions further include how strategies and policies are aligned to systematise this institutional commitment, and how is ensured through the planning, implementation, and monitoring of the institutional commitment that inclusive internationalisation extends beyond a public statement. For some HEIs this commitment is Part of the institutional strategy, others might have included their commitment to inclusivity explicitly in a separate international strategy.

In this section we examine both the mission and vision of the university of the overall institutional strategy along with the international strategy of the university, and how these include specific student groups in internationalisation. Please note that the focus is on students and their experience of internationalisation.

1. Institutional mission and vision:

Insert text here (max 100 words):

2. How does the overall Institutional Strategy (IS) address inclusivity? Describe its stated goals, objectives and related policy measures and activities.

Please list the goals, objectives, and measures per dimension of the ACE model of comprehensive internationalisation. This will help to create a systematic overview of the overall institutional strategy and make it comparable to the self-assessment of other institutions. If one or more dimensions are not applicable to your university, you can leave that dimension out.

3. Which specific student groups are considered in the overall IS and how are these groups identified? List any inclusion targets formalised in the overall IS.

You can refer to the list provided in the preamble for examples.

4. Internationalisation mission and vision

Insert text here (max 100 words):

5. How does the Internationalisation Strategy address inclusivity? Describe its stated goals, objectives and related policy measures and activities.

Please list the goals, objectives, and measures per dimension of the ACE model of comprehensive internationalisation. This will help to create a systematic overview of the internationalisation strategy and make it comparable to the self-assessment of other institutions. If one or more dimensions are not applicable to your university, you can leave out that dimension.

6. Which specific student groups are considered in the International Strategy and how are these groups identified? List any inclusion targets formalised in the international strategy.

You can refer to the list provided in the preamble for examples.

7. List which resources – if any – are earmarked / allocated to international activities aimed at specific student groups?
8. Communication: How are students informed regarding international learning opportunities? How are specific student groups considered in this process?

Pillar 2 Leadership and structure

Leadership and structure refer to the systemic elements of the university organisation and the management actions that aim to ensure internationalisation is / becomes inclusive. Here we look at two points. First, how it is ensured (at a systemic level) that the strategy and policies are implemented and monitored on their outcomes and impact. In other words, which plan-do-check-act (PDCA) management cycle is in place in support of the continuous and critical dialogue? Secondly, what influence do specific student groups have and how are they included in the decision making?

In this section we look at the systemic elements of the university management (leadership, structures, and actions) to ensure internationalisation is / becomes inclusive and how the student voice is considered in the associated PDCA cycles.

9. Describe the PDCA management cycle by which the implementation and impact are monitored of the policies and practices aimed at providing every student with an international learning opportunity. Which quality assurance mechanisms are in place to monitor whether the intended outcome(s) or targets are achieved? Also include the monitoring of the effectiveness and appropriateness of the communication on international learning opportunities.

An example of a mechanism is a student (satisfaction) survey. Another example is performance management with targets and / or key performance indicators.

10. Describe how the impact / contribution of the earmarked resources is monitored (PDCA) (How effective is this resource allocation to enhance inclusive internationalisation?).
11. How are specific student groups involved in the PDCA cycle?
 - Which specific student groups are identified, and by whom?

- How is their Participation in international activities monitored? In case data are available, is their Participation proportionate?
- How are they involved in the decision making on strategies, policies and practices aimed at inclusive internationalisation?
- How are they involved in the development (co-creation) of inclusive strategies, policies, and practices?

Pillar 3 Curriculum and co-curriculum

The curriculum is the central pathway to learning for all students regardless of their background, goals, abilities. An internationalised curriculum ensures that all students are exposed to international and global perspectives, that they can build intercultural competence, and that these are included in institution's learning outcomes, teaching and learning activities and assessments.

In this section we look at policies and measures (at institutional level) aimed at internationalisation of the curriculum at home, which refers to the formal curriculum (the study programme); the informal curriculum (social activities, student organisation, the relationship between lecturers, admin staff and students) and the administrative and support services (I.e., student admin and wellbeing, international office, library, sports). Which pedagogical approaches are in place which engage all students in international learning opportunities? How is their implementation and impact monitored? Collaborative online learning (COIL) is considered in the ICI project as Part the formal curriculum.

This information may be found in the institutional strategy, the international strategy or a strategy for teaching and learning. These strategies point to a systemic approach. When these strategies do not address the questions below it might point to some blind spots within the university.

Formal curriculum

12. How is ensured that diversity is transformed into learning (Alignment of Intended Learning Outcomes (ILOs) & Teaching and Learning activities (TLAs) and Assessment).
13. How is ensured that international learning aimed at all students is included in the study programmes?

Consider how international learning is embedded in ILOS, TLAs and Assessment, of the pedagogical approaches intentionally designed to achieve this, and the in the quality assurance process that monitor the monitor the implementation and impact of these approaches.

14. How it is ensured in the delivery of the curriculum that all student voices are heard, and different perspectives equally debated?

You can think of specific measures to include all student voices and of mechanisms in the quality assurance process that monitor the implementation and impact of these measures.

Informal curriculum

15. Which policies and practices are in place to ensure that social and sports activities speak to all students? How are these policies and practices included in the PDCA cycle?

You can think of specific measures to ensure activities speak to all students, and of mechanisms in the quality assurance process or the P-D-C-A management cycle that monitors the implementation and impact of

these measures.

Administrative and support services

16. Which policies and practices are in place to ensure all students can effectively access and engage with the administrative and support services? How are these policies and practices included in the PDCA cycle?

You can think of specific measures to facilitate access and engagement and of mechanisms in the quality assurance process or the P-D-C-A management cycle that monitors the implementation and impact of these measures.

Pillar 4 Faculty and staff support

As the primary drivers of inclusive internationalisation, faculty and administrative staff play a pivotal role in student learning. To support staff institutional policies and support mechanisms need to be available for **continuing professional development** and for opportunities to develop **their own intercultural and language competencies**.

In this section we explore how lecturers and administrative staff are supported in implementing inclusive internationalisation. For a comprehensive approach, it is essential that all staff engage with internationalisation and enhance their competencies for working in an internationalised university context.

You can consider specific measures to enable this category of CPD, as well as mechanisms in the quality assurance process or the PDCA management cycle that monitor the implementation and impact of these measures.

17. Which policies and practices are in place to engage all staff in (inclusive) internationalisation?
18. What continuing professional development (CPD) opportunities are available for staff related to internationalisation, intercultural competence development, or inclusive internationalisation aimed at providing all students with an international learning experience?
19. If you have any data on the uptake of this CPD, please share these here.
20. What other opportunities are available for CPD, such as an annual personal budget for training, conferences or other activities?
21. How are policies and practices regarding CDP included in the PDCA cycle?

Pillar 5 Mobility

Mobility refers to both the outward and inward physical movement of people (students, faculty, and staff), as well as programs, projects, and policies, to off-campus communities and other countries for learning, professional development, or collaboration.

In this section we examine how outgoing mobility is made accessible to specific student groups and how incoming mobility is embedded in the curriculum to reach all students. Mobility opportunities for staff are included in pillars 4 and 6.

You can consider specific measures to enhance participation in mobility and the integration of international students, and of the mechanisms in the quality assurance process or the PDCA management cycle that monitor the implementation and impact of these measures.

22. Which specific policies and practices are in place to ensure every student has the opportunity to Participate in a mobility experience? If you have any data about the uptake of mobility by identified student groups, please share it here.
23. How are specific student groups involved in the creation and decision-making on these specific policies and practices?
24. How are mobility opportunities, as well as these specific policies and practices, communicated to the specific student groups?
25. How are these policies and practices incorporated into the PDCA cycle?

Pilar 6 Partnerships and networks

“Partnerships and networks, both internal and external, can be local or international, primarily transactional, or they can generate new ideas and programs that span all Partners. These relationships—essential to comprehensive internationalisation—bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues. They provide global and intercultural experiences for faculty, staff, and students; expand research capacity; enhance the curriculum; generate revenue; diversify knowledge production; and raise the visibility of institutions domestically and globally.”

In this section we examine participation in formal and informal networks that promote inclusive internationalisation, the activities of these networks, how opportunities and outcomes are communicated, and who has access to them.

26. How does the university leverage partnerships and networks to enhance inclusive internationalisation, ensuring it reaches every student?
27. Which students have access to these opportunities, how have they been involved in their development (co-creation) and decision-making of these opportunities, and how are these opportunities communicated to specific student groups?

Any other remarks

Please insert text here. Max 250 words.

This institutional / departmental desk research results in an overview of the strategic intentions and policies on how the institution aims to offer international opportunities to every student, regardless of their background, orientation, or social economic status. Step 5 of the guidelines offers some suggestions for analysing and interpreting the findings.

Part 2: Protocol for the interviews or focus groups

Introduction to the interview or focus group (see guidelines)

In cases of time constraints or data saturation, select the most relevant questions from this protocol. The outcomes of the desk research are expected to offer initial insights into which topics might be most pertinent to the own institution.

*To establish trust with the interviewee(s) and make them feel at ease, introduce the project by explaining its purpose and method). For the guidance of this introduction please refer to the Guidelines. Inform the participants of the **expected duration of the interview (45- 60 min) or focus group (120 min)**.*

*Before starting the interview or focus group, participants need to complete a **consent form**. This form needs to comply with **the General Data Protection Rules**. It is advisable to use a format from your own institution. The guidelines provide additional information on ethical approval (see page 130).*

*Collect the name and affiliation of the interviewees on paper (e.g., Participant list) and if possible, ask Participants **to self-identify** with a specific student group. Examples are provided in the guidelines (page 133). Please note self-identification should only be done on paper or another format before starting the recording.*

*Ask for **consent** to record the interview or focus group and document this either in writing (participant list) or at the start of the recorded interview. Instruct participants to avoid saying names, providing any sensitive information, or referring to (identifiable) third parties during the interview. You should turn off recording if this happens.*

Start recording and regularly check that the recording is still active.

Personal data of interviewee(s)

1. What do you consider your primary role: Student, academic staff, educational developer, administrative staff, ICT learning specialist, international office staff, or university leadership?
2. How do you define inclusivity and inclusive internationalisation?
3. What motivated you to participate in this interview or focus group on inclusive internationalisation?

Pillar 1 CI Institutional commitment and policy

Inclusive internationalisation requires priority in an institution's strategic plan. In the self- assessment we look at the explicit commitment to inclusive internationalisation by institutional leaders. Questions further include how strategies and policies are aligned to systematise this institutional commitment, and how is ensured through the planning, implementation, and monitoring of the institutional commitment that inclusive internationalisation extends beyond a public statement. For some HEIs this commitment is Part of the institutional strategy, others might have included their commitment to inclusivity explicitly in a separate international strategy.

In this section examine the university's strategy and how this helps or hinders students to engage in internationalisation activities. This includes an analysis of which specific student groups are considered and how they are perceived.

Questions for students and staff

4. Are you aware of your institution's international strategy and its ambition to offer all students the opportunity to engage in international activities and learning experiences? If so, do you know what it entails?
5. What internationalisation activities or learning experiences are available for students at your university or department that you are aware of?

List activities and comments of the interviewee.

6. (Students) How did you become aware of these international activities or learning experiences?
(Staff) How are these international activities communicated to students?

Input by interviewer: The ISS has the ambition to... (for example, to ensure that all students engage in international learning experiences). Please fill in the specific ambition or wording used at your institution (this ambition is described in part 1 of your institutional self-assessment).

7. Are you aware of any measures (policies or activities) at **institutional / study programme / administrative service level** that ensure **every student** has the opportunity to engage in an international learning experience?

If yes, for which specific student groups and which support measures are taken?

List specific student groups and measures mentioned by the interviewee.

8. According to your experience, who has been involved and who has been left out of past conversations on these measures to enhance inclusive internationalisation and why? (Do you see a role for specific student groups to be involved in the development of inclusive internationalisation that are not included now?)

Prompt for student interviewees when they say, "I do not know": "Would you have liked to be involved?"

9. Can you share examples of good practice or ideas on what could be improved to offer all students an international learning experience?

Note the time.

Pillar 2 Leadership and structure

Leadership and structure refer to the systemic elements of the university organisation and the management actions that aim to ensure internationalisation is becoming inclusive. We will explore two key points. First, how is it ensured, at a systemic level, that the strategy and policies are implemented and monitored on their outcomes and impact. In other words, what Plan-Do-Check-Act (PDCA) management cycle is in place to support continuous and critical dialogue? Secondly, what influence do specific student groups have, and how are they included in the decision-making process?

In this section, we examine the systemic elements of university management—specifically leadership, structures, and actions—that ensure internationalisation is inclusive. We will also explore how the student voice is considered in the associated PDCA cycles, as well as identify potential blockers, enablers, or hidden messages within the university system that may counter the stated ambition for inclusive internationalisation. These hidden messages refer to how we do things here, the unwritten rules and practices of our institution that we take for granted and are not always aware of.

When interviewees struggle to answer at the institutional level, redirect the focus to the level their study programme, academic department, or administrative and support services.

Questions for staff

10. In your view, which **role** is the **current leadership** taking regarding the implementation and monitoring of inclusive internationalisation?

Prompt for examples of good practice and ideas for improvement.

11. How is the university **monitoring the implementation and the impact** of its strategy to provide international learning opportunities for all students?

Consider the following: How is it organised? What potential key performance indicators are in place? Who is involved, and how is information shared?

Prompt for examples of good practice and ideas for improvement.

12. Do you observe or experience any **systemic** blockers or enablers affecting the participation of specific student groups in international activities or learning experiences? In other words, how effective are the current measures within the strategy for enhancing inclusive internationalisation?

Prompt for examples and ideas for improvement.

13. Have you observed any **unintended outcomes (positive or negative)** of these measures?

Prompt for examples and ideas for improvement.

14. If applicable, what measures for enhancing inclusive internationalisation do you feel are you missing?

Prompt for examples.

Questions for students

15. Who takes decisions on the internationalisation of the study programme and how are students involved (in the PDCA management cycle)?

Prompt for examples of the student involvement in the decision-making or development (co-creation).

16. What opportunities are available for students to provide **input** and **feedback** on their international learning opportunities.

Prompt for potential blockers, enablers, or hidden messages regarding student involvement in the decision-making processes or development of these opportunities?

17. How does the university ensure that **all** student voices are heard and treated with equity and respect in designing inclusive international learning experiences for students?

Prompt for examples of good practice and ideas for improvement.

Note the time.

Pillar 3 Curriculum and co-curriculum

The curriculum serves as the central pathway to learning for all students, regardless of their background, goals or abilities. An internationalised curriculum ensures that all students are exposed to international and

global perspectives, allowing them to build intercultural competence. These elements should be integrated into the institution's learning outcomes, teaching and learning activities, and assessments.

*In this section, we examine the **formal curriculum** (the study programme); the **informal curriculum** (social activities, student organisation, the relationship between lecturers, admin staff and students) and the **administrative and support services** (i.e., student admin and wellbeing, international office, library, sports). What **measures and approaches** are in place to engage all students in international learning opportunities?*

Questions for students and staff

18. How is it ensured that the study programme provides international learning opportunities for all students? What blockers, enablers, or hidden messages do you observe?

Prompt for intended learning outcomes, pedagogical approaches and modes of assessment that allow for the inclusion of different perspectives and experiences of diverse student groups. (See examples given in the guidelines). In addition, prompt for examples regarding the informal curriculum and the administrative or support services.

Questions for Students

19. What is your experience with the internationalisation of your current study programme? How does it align with your specific interests and background?
20. How do you feel supported in engaging with students from diverse backgrounds within the study programme and/or social activities at the university?

Prompt for blockers, enablers, or hidden messages.

21. What do you need to feel that internationalisation is relevant for you?
22. Are there any specific blockers or hidden messages you experience that hinder Participation in internationalisation, which the university might not be aware off?

Prompt for examples of situations where an institution may advocate openness to diversity, yet the reality reflects otherwise? For instance:

- A lecturer primarily provides examples from their own background when teaching
- Students tend to prefer to work and socialise only with their own friends
- The university restaurant's menu does not cater to diverse food tastes and traditions.

Questions for staff

23. How is ensured that assessment is a valid reflection of student's learning?

Prompt: In other words what measures or quality assurance mechanisms are in place to prevent that assessments are influenced by specific characteristics of students?

Prompt for examples.

24. How is it ensured that the language of instruction and the language practices in an international curriculum address all students equally?

Prompt: In other words, how is it ensured that differences in fluency in the language of instruction do not hinder student engagement in international experiences.

25. How is it ensured that the physical and virtual learning spaces, as well as learning resources are

equally accessible to all students?

Prompt: see the explanation of accessibility in the guidelines.

26. Have you observed or experienced any hidden messages that contradict or undermine intended inclusive curriculum internationalisation?

Prompt by explaining the concept of a hidden message: It refers to subtle cues or implications that can influence perceptions and behaviours in ways that may not be immediately obvious. For example, in some cultures, asking questions may be viewed by lecturers as a sign of academic ability, while in other cultures this behaviour might be seen as impolite or an indicative of limited academic ability.

27. Can you share examples of good practice or ideas of an inclusive international curriculum?

Note the time.

Pillar 4 Faculty and staff support

As the primary drivers of inclusive internationalisation, faculty and administrative staff play a pivotal role in student learning. To support staff institutional policies and support mechanisms need to be available for **continuing professional development** and opportunities to **develop intercultural and language competences** themselves.

In this section, we examine how lecturers and administrative staff are supported to implement inclusive internationalisation. To ensure a comprehensive approach to inclusive internationalisation, it is important all staff engage in internationalisation and enhance their competences for working in an internationalised university context.

Questions for staff

28. How do you perceive the internationalisation of the university? How does it align with your specific interests and background?
29. What do you need to feel internationalisation is relevant for you?
30. What feedback regarding your role would help you to better understand the needs of various student groups, and how might this feedback influence the way you engage with students to ensure they have equity of opportunity to benefit from internationalisation?
31. Are you aware of any professional development opportunities to support how you engage in inclusive internationalisation?

Prompt to list examples of CPD.

32. Have you Participated in CPD opportunities related to (inclusive) internationalisation, if so, why did you choose to participate, and if not, why not? What was your experience with this CPD?
33. What type of formal or informal CDP would you need to enhance your intercultural skills in working with or teaching students to provide them with international learning opportunities?

*Prompt: **Formal CPD** refers to a course or a training, where **informal CPD** refers to networking, sharing with (international / diverse) colleagues at home or abroad.*

34. Can you share examples of good practice or ideas for improvement of CPD opportunities for staff?

Questions for students and staff

35. To your knowledge, how does staff **(at the level of the institution, study programme and administrative and support services)** involved in internationalisation reflect the diversity within the student body?

Prompt: in other words, is the staff body as diverse as the student body?

Note the time.

Pillar 5 Mobility

Mobility encompasses both the outward and inward physical movement of people (students, faculty, and staff), as well as the programs, projects, and policies that connect with off-campus communities and other countries for the purpose of learning, professional development, or collaboration.

Here we look at how outgoing mobility is accessible for specific student groups and how incoming mobility is embedded in the curriculum reaching all students. Mobility opportunities of staff are included in pillars 4 and 6.

Questions for students and staff

36. In your view, how important is a physical mobility experience for students as Part of their education to achieve international, intercultural, or global learning outcomes?
37. In your view, what is the added value of a physical mobility experience for students (if any) compared to other international teaching and learning activities at home (aimed at providing an international learning experience to students)
38. To your knowledge, how is it ensured that all students have access to a mobility experience? Which measures are currently taken to promote physical mobility for all students?
39. In your view, how effective are these measures in enhancing inclusive internationalisation? Which blockers, enablers,, or hidden messages have you experienced or observed?
40. Can you share examples of good practice or ideas? Insert text here.

Note the time.

Pilar 6 Partnerships and networks

“Partnerships and networks, both internal and external, can be local or international, primarily transactional, or they can generate new ideas and programs that span all Partners. These relationships—essential to comprehensive internationalisation—bring different viewpoints, resources, activities, and agendas together to illuminate and act on global issues. They provide global and intercultural experiences for faculty, staff, and students; expand research capacity; enhance the curriculum; generate revenue; diversify knowledge production; and raise the visibility of institutions domestically and globally.”

Questions for students and staff

41. How does the university make use of Partnerships and networks to enhance inclusive internationalisation reaching all students? How are these opportunities communicated and who has access?
42. Can you share examples of good practice or ideas for improving how partnerships and networks

enhance inclusive internationalisation?

Thank you; this concludes the interview questions. Do you have any additional remarks or topics we didn't cover that you believe are important?

Stop recoding.

Thank you again for your participation.

*Explain how the data will be used, what possible follow up actions are and how they will be communicated.
Ask if the Participants are interested to receive the results.*

Glossary

Accessibility and transparency of information in higher education.

The practice of ensuring that all students, including those with disabilities, have equal access to educational materials and resources. This involves creating an environment where information is available in multiple formats and is easily accessible to everyone. It is necessary to clarify that accessibility of information is not only that information is accessible, in the sense that it is easy to find and to access. Accessibility of information also means that all people, regardless of their abilities, circumstances and context can access, perceive, understand, and interact with the information (e.g., Viera, 2020)

ACE American Council on Education (<https://www.acenet.edu>)

Criticality

The critical being is seen as the integration of three forms of criticality: critical reason, critical self-reflection and critical action. In this view, critical thinkers:

- reflect critically as they evaluate knowledge,
- develop powers of critical self-reflection
- are prepared to take critical action

Thinking is collaborative in character and must be sustained through shared activity and discourse around collective standards within a community (Barnett, 1997)

Collaborative Online International Learning – COIL

The State University New York COIL Center defines/describes Collaborative Online International Learning (COIL) as an approach that brings students and professors together across cultures to learn, discuss, and collaborate as part of their class. Professors partner to design the experience, and students partner to complete the activities designed. This method enables all students to have a significant intercultural experience within their course of study (SUNY COIL Center, n.d.).

Comprehensive Internationalisation

Comprehensive internationalisation has been described by Hudzik (2014) as a commitment to integrating international and comparative perspectives throughout the teaching, research, and service missions of higher education institutions. This definition has inspired the development of the framework for comprehensive internationalisation by the American Council of Education (ACE, n.d.)

Diversity in higher education

Diversity in an organisation refers to who is represented in the university. It points towards the variety in audiences and context in terms of for example race/ethnicity, socio-economic class, colour, gender, age, ability, language, religion, sexual orientation, neurodiversity and their intersections (Siri et al., 2022).

Equity in higher education

The principle of fairness in providing access, opportunities, and support to all students, regardless of their personal and social circumstances. (Amaral, 2022).

HEI

Higher Education Institution

Inclusion in Higher Education

Policies, measure and practices that promote values of pluralism, tolerance, justice, solidarity, non-discrimination and equality in higher education institutions. (Siri et al., 2022).

Inclusive internationalisation

“Inclusive Internationalisation is a continuous critical dialogue and purposeful action between all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity and respect, and on awareness of unintended and systemic implications.” (Gregersen-Hermans, et al., 2024)

The word **ensured** is used in the self-assessment forms to prompt responses that can include both specific measures for inclusive internationalisation and the quality assurance mechanisms to monitor implementation and impact.

Internationalisation at Home

“Internationalisation at home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015).

Internationalisation of Higher Education

“The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff and to make a meaningful contribution to society.” (De Wit et al., 2015)

Internationalisation of the Curriculum

“Internationalisation of the curriculum is the process of incorporating international, intercultural and global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods and support services of a program of study.” (Leask, 2015).

PDCA cycle

Plan, Do, Check, Act management cycle

Respect

In the context of inclusive internationalisation of higher education, **respect** refers to recognising and valuing the diverse cultural, social, and individual backgrounds of all students, faculty, and staff. It involves creating an environment where everyone feels valued and included, regardless of their nationality, ethnicity, or cultural background. This means actively listening to and considering different perspectives, fostering open and respectful dialogue, and ensuring that policies and practices do not marginalise or exclude any group (De Wit & Jones, 2017).

Respect in this context also includes acknowledging and addressing power imbalances and systemic inequities that may exist within higher education institutions. It requires a commitment to equity and inclusion, ensuring that all members of the academic community have equal opportunities to participate and succeed (Li, 2022).

Self-identification in higher education

The processes by which students recognise and articulate their own identities within the academic environment. This involves understanding and expressing one's personal, social, and cultural identity, and how these intersect with their educational experiences (Fernández et al., 2023).

Systemic blockers and enablers

Systemic blockers and enablers relate to the dimensions and drivers of inclusivity as identified in the ICI Framework, i.e. having / giving influence on the internationalisation strategy and practices; to the underlying attitude within the university / department towards specific student groups or diversity in general; to the transparency of the strategy and practices, i.e., clarity and accessibility of information; to sensitivity of unintended consequences within the leadership and management structures of the institution / study programme / administrative services; intercultural competence and language and paralanguage.

- Systemic blockers and enablers can be out in the open but also hidden. These hidden messages counter stated ambitions to be inclusive and dominant majority groups may not be aware of them. These hidden messages can be part of (unwritten) rules and procedures, but also on how staff interpret and apply these rules and procedures.
- Enablers refer to an institution's good practices (intended or unintended).
- With the word systemic we mean that the enabler or blocker is more related to how the university is organised and behaves, and less to behaviour of individuals.
- A systemic approach aims at creating the appropriate conditions and feedback loops within a Plan-Do-Check-Act management cycle (PDCA) that support the university to learn from its 'mistakes' with a view to enhance its inclusionary practices.

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Tables for the ICI Training Instructions per Module

Module: Introduction to the ICI Training Course

Overall purpose of the Introduction

Setting the context, the objectives, the expectations, and methodology for the course establishes a foundation on which the training can effectively evolve.

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 0.1	Reminding participants about the pre-training survey and informing about the upcoming post-training and post-post-training surveys	5 min	The facilitator reminds participants: “Remember to complete the pre-training survey. The link has been sent via email, but you can also find the link/QR code on the slide. Keep your code safe! Use the SAME code for both the Pre- & Post. THANK YOU for taking the time to do it! This is crucial for us!” Further: “There will be a post-post-training survey in 3-4 months, which will be sent to all participants to assess the impact of the training. Please keep your code!” Watch-out: Ensure time is allocated for participants to fill in the survey at the very beginning of the course, before any content is delivered Materials/Equipment required: Presentation materials: slides 2, 3.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 0.2	Introducing the structure of the course Introducing the trainers/ICI Core Team	10 min	The slide introducing the trainers/the ICI Core Team needs to be updated to include pictures of the trainers for the respective course. The presenter should also be prepared to shortly introduce each trainer/ICI Core Team member to the participants (name, job title, role in the team etc). Lecture-style presentation by facilitators Watch-out: The introduction is important, as it allows to set the context, the objectives, the expectations and the methodology that the course will have. It is important not to rush the introduction., but to do it well as it is the basis on which the training can evolve afterwards. Materials/Equipment required: Presentation materials: slides 5, 6.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 0.1	We want to know you! In this activity, participants get to know each other better by sharing their professional roles, thoughts on inclusivity, and who they are behind their professional identities. They will interview each other in pairs and introduce their partner through the game of “Two Truths, One Lie”. This fun approach helps everyone connect on a personal level, as people tend to remember personal facts more easily than professional details. Purpose of the activity: To introduce participants to one another, establish good rapport, and demonstrate that this training course will be “different,” encouraging their genuine personal engagement.	20 min	STEP 1: The facilitator asks participant they do not know well, if possible. The pairs are instructed to ask each other the questions on the slide 7 and take notes: “Name, Department/Unit/Faculty, For you inclusion is..., Three personal facts (two truths and one lie). This will take a total of 5-7 minutes. STEP 2: The whole group reconvenes, and in pairs, participant A will introduce participant B to the entire group, and vice-versa. They will share three personal facts about their partner (e.g., “My colleague has climbed Kilimanjaro, loves baking, and has five cats.”). Out of these three PERSONAL facts, one must be a lie, while the other two must be true. The rest of the group will try to identify which statement is the lie. The lies should not be obvious. The facilitator will assist the group in “voting” (hands up) for the statement they believe is the lie. Materials/Equipment required: Presentation materials: slide 7.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 0.2	Code of conduct for the training course In this activity, facilitator engages participants in establishing a code of conduct for the training course to set ground rules around several key aspects, such as the use of technology during the course (phones, computers), punctuality and timing, and the methodology. Participants will agree on the importance of respecting each other's opinions, even if they differ from their own. Additionally, participants will emphasise the need for active listening and the principle of not monopolising the conversation (one microphone rule). Purpose of the activity: To establish a code of conduct that all participants agree upon. By creating and consenting to these rules themselves, participants foster a shared understanding of acceptable behaviour during the course. This approach helps everyone feel more relaxed, knowing the established guidelines. If someone fails to abide by these rules, the facilitators can reference the code of conduct as a valid instrument to encourage respect and compliance throughout the training.	15 min	The facilitator presents to the group: "What do you value in training courses? What is important to you during a training course? What would you like to avoid at all costs? Let's establish the ground rules we want to follow." Examples of some rules of the code of conduct that the facilitator can suggest to include: • Be respectful. Respect everyone's opinion! • What is said within the group stays within the group (we don't mention other participants by name outside). • Allow everyone participate equally. • Do not interrupt others > One-microphone rule! • Be open, participative and generous! • Be on time! • Refrain from using phone or computers during the training course (only during breaks) • Let's learn and have fun! The facilitator emphasises that all participants are encouraged to share their thoughts or questions, assuring them that no question is considered silly and no idea is deemed impossible or dumb. The goal is to exchange opinions and ideas in order to learn with and from each other. To conclude, facilitator invites participants to ask questions as they arise and reminds them that the course methodology is interactive, collaborative and inclusive. Participants are encouraged to think outside the box and allow themselves to consider things from different perspectives. Materials/Equipment required: Presentation materials: slides 8, 9, 10.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 0.3	What are your expectations? During this activity, the facilitator engages participants in a discussion about their expectations about the training course and helps align those expectations with the course objectives. While some participants may have a clear understanding of what the course entails, others may have different ideas. Therefore, it is essential to ask participants about their expectations. This allows facilitators to clarify and confirm, saying, “Yes, we will cover A, B and C, but not D as it is outside of the scope of this course”. Purpose of the activity: To align the participants’ expectations with the objectives of the course, ensuring that everyone is on the same page. This alignment helps to prevent any feelings of disappointment or dissatisfaction among participants who may have different expectations than what the course intends to focus on.	15 min	STEP 1: The facilitator provides participants with two coloured Post-it/Sticky notes and asks them to share their main expectation on a colour A Post-it and their hidden agenda (secondary/personal expectation) on a colour B Post-it. For example: “My main expectation is to learn about inclusion and understand how internationalisation can be more inclusive” or “I want to know how to approach my work in more inclusive way”. Expectation B (hidden agenda) could be something like, “Get away from the office’s crazy workload for a few hours,” “Learn something different,” or “Get to know colleagues from other units” (the hidden agenda typically relates to a personal aspect). Participants are instructed to write down their expectations on the two-colour Post-its and place them up on a flip-chart paper or board. STEP 2: The facilitator reads through the main expectations, while another facilitator (or the same) reads the hidden agenda expectations as well. This process should be made dynamic and fun. The facilitator should address any expectations that will not be covered during the course to ensure clarity regarding the course’s aims. They can even joke with the group, suggesting that the hidden agendas are the real reasons why people attend the course. The expectations can be left up on the wall, and at the wrap-up of the course, the facilitator will visit them again to ensure that most (if not all) have been addressed. (Refer to slide 98, after activity 6.2 in the wrap-up). Materials/Equipment required: Presentation materials: slide 11. Two different coloured Post-its.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 0.3	Introducing the purpose of the ICI Training Course and the overarching Intended Learning Outcomes In this activity, the facilitator explains the purpose of the training courses, and describes the three overarching Intended Learning Outcomes (ILOs). Purpose of the activity: Participants gain a better understanding about the purpose of the training course and are introduced to the overarching ILOs of the course.	10 min	Lecture-style presentation by facilitators Facilitator you can offer further explanation for the ILOs in the following way: “ILO 1 refers to questions why should we focus on inclusive internationalisation, and which problems are we addressing with the ICI project and the ICI training? ILO 2 means that we want to be hands on and have a strong link with the daily practice in the own institution. Concrete examples work best to help people to understand. ILO 3 means that the training aims to create insight and offer the tools to START the conversation / dialogue within the own institution and the own sphere of influence. “ Materials/Equipment required: Presentation materials: slides 12, 13.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 0.4	Introduction to the ICI Project In this activity, the facilitator introduces the ICI project to provide context for the course and informs participants about how they can access updated information about the project (e.g. website and social media links). Purpose of the activity: To introduce ICI Project and how it links to training course.	15 min	Lecture-style presentation by facilitators, with a special focus on introducing the Vision of the ICI Project and outlining the components of the ICI Framework. Additionally, the facilitators will explain the role of the ICI Core Teams as the main change agents for implementing ICI within institutions. Materials/Equipment required: Presentation materials: slides 15, 16, 17, 18.	Overarching ILO 1

Module 1: Diversity and inclusivity in internationalisation

Overall purpose of the Module

This module is included in the training program to address the critical learning need for enhancing inclusivity and diversity in the internationalisation of higher education. The necessity for this module has arisen from self-assessments conducted by institutions, which revealed challenges and gaps in understanding and implementing inclusive internationalisation practices. By focusing on definitions, analysis, and practical solutions, this module equips participants with the knowledge and skills needed to bridge these gaps and promote more equitable and inclusive higher education environments.

Intended learning outcomes (ILOs)

After the completion of Module 1:

1. I can explain the ICI definition of inclusive, comprehensive internationalisation.
2. I can identify the different stakeholder groups at my institution that are involved in or are affected by inclusive internationalisation.
3. I can identify and analyse the challenges to inclusive internationalisation in HE at my institution.

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 1.1	Introducing the ILOs and the Agenda for Module 1	5 min	Lecture-style presentation by facilitators Materials/Equipment required: Presentation materials: slides 20, 21.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.1	Definition of ICI In this activity, participants engage in a discussion facilitated by the trainers. The aim is to present the key ICI concepts and definition of inclusivity in the context of higher education internationalisation. Participants are encouraged to actively share their perspectives and insights, relating these concepts to their roles and experiences within the institution. Purpose of the activity: To introduce key concepts and definitions of inclusivity in higher education internationalisation and encourage participants to relate these concepts to their roles.	15 min	The facilitator presents the ICI project's definition of 'inclusive internationalisation' and engages participants in a discussion in groups: "What are the key elements that stand out for you in this definition? Discuss for 5 minutes and then share in just one sentence or word." The facilitator needs to make sure that there is sufficient time to break down the elements of the concept. It should not simply be read aloud; rather, participants must understand its different components, including dialogue, continuous improvement, critical reflection, action-oriented approaches, involvement of all stakeholders, and benefits for all students. Possible Variations: Encourage participants to share personal experiences related to inclusivity and diversity. Watch-out: Allow time for discussion. Ensure active participation from all participants. Materials/Equipment required: Presentation materials: slide 22.	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.2	The WHY? - What problem is ICI trying to solve? In this activity, participants will further explore the reasons behind WHY ICI and the problems it aims to address. This involves reflecting on the fundamentals: Is internationalisation reaching ALL students? If not, how can we identify the reasons behind this? Participants will discuss who is being left out, what factors could help reach all students, and what barriers may hinder this process. Purpose of the activity: To explore and discuss the impetus behind the ICI, as well as the diversity and complexity of reasons why not all students are taking part in internationalisation activities. Participants will also recognise the importance of adopting a systemic approach to identify both the underlying reasons and potential solutions. ‘Systemic’ refers to the ICI approach for assessing inclusivity at the institutional, faculty, department or programme level.	15 min	The facilitator presents the reflection questions on slide 23 to the group: “Is internationalisation reaching ALL students? If not, WHY not? Which types of students are missing out? What helps? What hinders this?” Reflection can be done either as a whole group or in smaller groups for 10 minutes. The facilitator then instructs the participants: “Discuss these questions, write down your answers, and appoint a spokesperson to share your group’s results.” If multiple groups are involved, one group is instructed to start, and the following groups will add any points the first group did not mention, continuing this process until all groups have shared their discussions. At the end of the activity, the facilitator presents the conclusion: “Inclusive internationalisation does not rely solely on individuals. We need to look at the university as a system and identify which elements of the system are preventing students from participating in these opportunities. That is why we take a systems approach, aiming to identify what is hindering inclusion and how we can (collectively) work to change this.” Possible Variations: Encourage participants to provide real-life examples related to the identified points. Watch-out: Ensure participants are actively engaged in the discussion. Materials/Equipment required: Presentation materials: slide 23.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.3	WHO are the stakeholders that need to be involved? In this activity, participants will explore and identify WHO are the different stakeholders they believe are important for promoting inclusive internationalisation within their institution. Purpose of the activity: To allow participants to share their perspectives on who they see as the key stakeholders for inclusive internationalisation within their higher education institution (HEI), faculty, school, or department. This activity provides an opportunity for both participants and trainers to gain insight into how others view different stakeholders and may reveal some stakeholders that were previously overlooked.	10 min	The facilitator presents the reflection questions to the group: “When we talk about Inclusive Comprehensive Internationalisation, who are the stakeholders that we need to include? Who, in your institution, plays a role in this process?” An idea could be to link this discussion to the earlier suggestion about the composition of the ICI Core Team, as mentioned in the introduction. It is important to make sure that the STUDENTS are mentioned in this discussion by the facilitators if this does not come up otherwise. Watch-out: Ensure participants are actively engaged in the discussion. Materials/Equipment required: Presentation materials: slide 24.	ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 1.2	Introducing the ICI Framework During this activity, the facilitators describe and explain the ICI Framework and its various components, focusing on their practical implications. Purpose of the activity: Participants gain a deeper understanding of the ICI Framework, including its components and dimensions, and how it applies to the practical realities and inclusive internationalisation practices within their own institution.	15 min	<i>It is important facilitators thoroughly familiarise themselves with the ICI Framework beforehand and prepare concrete examples from their own institution. These examples will help to illustrate how the theoretical concepts of the framework are reflected in practice, highlighting different elements of the framework for better understanding and engagement.</i> Lecture-style presentation by facilitators. Facilitator explains: • “The ‘Strategy’ corresponds to Part 1 of the ICI self-assessment (Desk Research), • Inclusive Internationalisation’—which represents the current reality—corresponds to Part 2 of the ICI self-assessment (interviews/focus group discussions revealing the lived experiences of stakeholders). • To move from ‘Strategy’ to ‘Real Inclusive Internationalisation Practice,’ three dimensions of ‘Inclusivity’ must be considered: Influence, Attitude, and Transparency. • These three dimensions are introduced in detail during the session, while ‘Boundary Crossing Collaboration’ will be addressed in Module 3.” The facilitators also explain when and how Parts 1 and 2 of the self-assessment were conducted at their institution (refer to Activity 1.5 for additional context).	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
			Possible variations: If participants have received the ICI framework paper in advance of the training course, it is also possible to start with a question to the audience. “What are your key takeaways from the ICI Framework?”, What needs clarification?, Is there anything you would like to add to the Framework?” Watch-out: Making this part of the session interactive will have time implications, so facilitators should carefully manage time to ensure participants can engage with the material while keeping the session on track. Interactive elements, such as discussions or examples, may require additional time to explore the ICI Framework freely. Materials/Equipment required: Presentation materials: slides 25, 26, 27, 28. The ICI Framework handout. It is strongly recommended to give participants Images of the ICI Framework (slides 25-28) as a handout and ask them to keep it with them throughout the ICI Training course. (There is a ready template for this handout in the Manual APPENDIX 5: Templates, Forms, and Handouts for the Training, Template 2: Handout for Images for the ICI Framework.)	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.4	Exploring Dimensions of Inclusivity: Building a Collage In this activity, participants engage in creative group work. By using pictures from magazines to create collages that express their perceptions of the three dimensions of 'Inclusivity' in the ICI Framework: Influence, Attitude and Transparency. Purpose of the activity: To encourage participants to share their thoughts and perspectives on the three dimensions of inclusivity and to explore what these concepts might mean in practice.	10 min	Facilitator divides participants into groups and instructs them to create a collage within their groups using pictures that represent the three dimensions of the 'Inclusivity': Influence, Attitude and Transparency. After the activity, facilitators should spend some time debriefing the exercise using reflective questions such as: "What does this image tell you?", "Why did you choose this picture?", "How does this collage relate to the definition of ICI?", "How does it connect to stakeholders?" Possible Variations: It is also possible to split task, allowing each group to create a collage focused on one specific dimension of inclusivity. This approach can enable deeper exploration and discussion of each dimension: Influence, Attitude, or Transparency. Watch-out: The maximum number of participants for each subgroup is three. Materials/Equipment required: Collection of different magazines for pictures in collages. Scissors for cutting pictures. Presentation materials: slides, 29, 30.	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.5	Bingo for Self-assessment results In this activity, participants are engaged in examining different statements from self-assessment Part 1 and Part 2 related to ICI and identifying the most relevant ones for their own institution. This is done through the game of Bingo. In the following discussion, participants are encouraged to explore the reasons behind the issues within these different statements, thereby developing their understanding on the state of the ICI in their own institution. The most relevant issues identified will serve as the basis for other activities in other modules later on. Purpose of the activity: To review and discuss the results of the self-assessment and to gain a better understanding of their background.	15 min	<i>The facilitator could propose a short break before this section or otherwise make sure that participants are aware that the training is now entering a different phase, where they will begin to link the content to the context of the organisation by examining the self-assessment results.</i> STEP 1: Facilitators divide participants into smaller groups and provide each group with a Bingo sheet. STEP2: Facilitators instruct the participants: “On the Bingo sheet, there are nine statements derived from the self-assessment process at the various ICI Institutions. Among them, three statements are specific to your institution. • Firstly, discuss in your group which statements you think could be applicable to your own institution and why. • Secondly, select the three statements that you believe are actually from your institution and place them in the BINGO sheet from top left to bottom right (see blue arrow) in the slide picture. • The group that gets it right first will be the Bingo winner.” STEP 3: When all groups have made their selections for the three issues in the Bingo sheet, the facilitator reads out the correct three issues from the self-assessment of the institution one by one. The group that has all three correct issues on their Bingo sheet and shouts “Bingo” first is the winner. STEP 4: The facilitator then opens a discussion by asking, “Why do you think these three were the issues in your institution? What kind of examples could illustrate these? What other issues were perhaps listed as correct answers, and why?”	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
			After the Bingo is complete, facilitators instruct the participants: “Apart from identifying the issues that correspond to our institution, it is important to ask why these issues exist. So, why are these issues present? Please note that we will revisit these three issues from the self-assessment Bingo in Module 5, so it is advisable to make note of them to remember later.” The most interesting and relevant part of this activity is the various discussions within smaller groups and the whole group about the different statements and issues. It is enlightening to see that many statements could be shared among institutions, while others differ in our home institution. Participants will also consider different concrete examples of possible obstacles and enablers for inclusivity in internationalisation opportunities within their institution. Possible Variations: The self-assessment identified a wider range of issues. The activity could be expanded to explore additional issues that have emerged from the self-assessment (Variation 1), or to ask participants to share their own examples (Variation 2) Watch-out: Important to make sure to connect the discussion to the ICI Framework - the definition and the different dimensions impacting inclusivity. Materials/Equipment required: Presentation materials: slide 31. Bingo sheet including three issues from the institution’s self-assessment and the Bingo grid. (There is a ready template listing examples gathered through ICI project as well as a Bingo grid in the Manual APPENDIX 5: Templates, Forms, and Handouts for the Training, Template 2: Template for Activity 1.5 BINGO for the Self-Assessment results.)	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 1.4	6 Pillars for Comprehensive Internationalisation In this activity, the facilitators explain the American Council on Education ACE Framework of Comprehensive Internationalisation and its 6 pillars adjusted for the ICI context: ‘Institutional commitment and policy’, ‘Leadership and structure’, ‘Curriculum and co-curriculum’, ‘Faculty and staff support’, ‘Mobility’ and ‘Partnerships and networks’. Purpose of the activity: To introduce the ACE Framework of Comprehensive Internationalisation and its 6 pillars, adjusted for the ICI context, which is utilised as one of the elements of the ICI Framework.	20 min	<i>It is important that the facilitators have familiarised themselves well with the with the 6 pillars of the ACE framework adjusted for the ICI context from the ICI Framework beforehand and are able to explain what each could refer to within the ICI context.</i> Lecture-style presentation by facilitators. Facilitator explains: “The 6 pillars of the American Council of Education (ACE) Framework have been adapted for the ICI context and they are more geared towards the experiences of the students. Here, we are introducing the 6 pillars and what they refer to in this context. The descriptions of the pillars are included in the ICI framework. The use of pillars helps us maintain a systemic approach in implementing the ICI approach.” Materials/Equipment required: Presentation materials: slide 32. The ICI Framework paper (pages 13-20 of the Manual Part 1.)	ILO 1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.6	Group discussion: Linking Bingo issues to the 6 Pillars Following the introduction to the 6 Pillars of the Comprehensive Internationalisation, participants are invited to explore which different pillars correspond to the three issues identified in the previous Bingo activity (Activity 1.5). Purpose of the activity: To explore and to understand how the results of the self-assessment are linked to these different pillars. The ACE framework covers all dimensions of internationalisation, making it a useful tool for analysing inclusive internationalisation from a systemic perspective. This activity also aims to examine the background of the issues within the institution concerning enhancing inclusiveness in internationalisation.	25 min	STEP 1: Facilitators introduce the discussion questions to the participants: “Think of the three issues identified in the previous Bingo activity. • What could be the problem(s) behind each one of the issues? • Which one(s) of the 6 pillars they are linked to? • You have 15 minutes!” STEP 2: Th facilitator explains again the inclusivity dimensions of the ICI Framework and promotes the group as a whole to brainstorm on how the issues could be ‘solved’ with an inclusive approach by asking: “Can we suggest inclusive solutions? Remember the inclusivity dimensions of the ICI Framework: Influence, Transparency Attitude! You can check these from your ICI Framework handout you received in the beginning of the training.” The facilitator needs to be careful with the responses and remind the participants that the student should not be at fault, but it is the institution that has room for improvement. Connecting the self-assessment issues to the 6 pillars helps to maintain the systemic approach. Possible Variations: The self-assessment identified a wider range of issues. The activity could be expanded to explore additional issues that have emerged from the self-assessment (Variation 1), or ask participants to share their own examples (Variation 2).	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
			Watch-out: Important to make sure that the discussion is connected to the ICI Framework - the definition and the different dimensions impacting inclusivity. At this point in time, the focus of the training course is on analysis and understanding the concepts used in ICI. Finding solutions is not the main focus here. Facilitators can write down possible solutions for use in later modules (Module 3 and 4) and explain to participants when these will be discussed. Materials/Equipment required: Presentation materials: slide 33. The ICI Framework paper. The ICI Framework handout should be distributed to the participants in the beginning of the training.	
Activity 1.7	Coming full circle... In this activity participants are able to explore what they have learned during this Module in relation to the definition of 'Inclusive internationalisation', that they looked at in the beginning of the Module. Purpose of the activity: To be reminded about the ICI definition of the 'Inclusive internationalisation' and have a deeper understanding what the different elements in that definition mean in practice and within the context of their institution.	20 min	Participants engage in a discussion led by the facilitators. Facilitators show a slide with the definition of 'Inclusive internationalisation' and ask: "We come full circle, checking the definition again after everything that we have discussed and done in this module. Are there any other nuances that we did not see the first time? Would we highlight the same aspects that we highlighted initially?" Materials/Equipment required: Presentation materials: slide 34. The ICI Framework paper.	ILO 1, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 1.8	End of Module Reflection This activity is the same as in the end of each Module (1.8 / 2.5 / 3.7 / 4.5 / 5.6). Its purpose is to connect the knowledge and understanding gained in the module to the participants' own work environments, ensuring that they view ICI not as a distant concept but as something relevant to their professional day-to-day reality. Purpose of the activity: To summarise key takeaways and encourage personal reflection.	10 min	Facilitators engage participants in a group discussion: "How does what we have explored connect with your own work environment? Think first individually and make a note. Then discuss with people next to you, and finally share the main points with the group." Possible Variations: If running out of time, the individual thinking and pair discussions can be skipped and go directly to group discussion. Watch-out: Encourage participants to reflect on the training's impact as this is crucial part of learning. Materials/Equipment required: Presentation materials: slide 35.	ILO 1, ILO 2, ILO 3

Resources / Further reading

United States Coast Guard: Diversity Management Handbook A Guide for Organisational Change, 12/3/2009. Web-based Leaders' Toolkit, Technology Workforce Partners. 2002: https://www.dcms.uscg.mil/Portals/10/CG-1/diversity/docs/pdf/Diversity_Management_Handbook.pdf

Lou K., Dean B., Signs of change. Global Diversity Puts New Spin on Loden's Diversity Wheel <https://www.scribd.com/document/486902822/Global-Diversity-Puts-New-Spin-on-Loden>

Diversity and inclusivity in HE: Saliari, Stella: "Walking the talk in inclusion and diversity", EAIE Blog. European Association for International Education, 28 Feb 2023, <https://www.eaie.org/blog/practicing-inclusion-diversity.html>

Larson, Erik: "New Research: Diversity + Inclusion = Better Decision Making At Work", Forbes, Sep 21, 2017, <https://www.forbes.com/sites/eriklarson/2017/09/21/new-research-diversity-inclusion-better-decision-making-at-work/>

Module 2: The hidden curriculum and involving ALL students

Overall purpose of the Module

The main purpose of this Module is to develop in the participants an understanding of the issues and challenges related to the concept of the Hidden Curriculum. Please note: the timings are very tight in this module, so be well prepared and manage the time effectively.

Intended learning outcomes (ILOs)

After the completion of Module 2:

1. I can explain the concept of the hidden curriculum.
2. I can give examples of the hidden curriculum in the different contexts at my institution.
3. I can explain the impact of the hidden curriculum on student participation in internationalisation at home and abroad.

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 2.1	Introducing the ILOs and the Agenda for Module 2	5 min	Lecture-style presentation by facilitators Materials/Equipment required: Presentation materials: slides 37, 38.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 2.1	Case study In this activity, participants engage in a discussion facilitated by trainers based on a presented case study. First, the participants analyse the case study in subgroups. Then, the definitions of the formal, informal and hidden curriculum are shared. Purpose of the activity: To sensitise participants to how the hidden curriculum is enacted within the formal and informal curricula, including student services.	20 min	<i>It is beneficial for facilitators to be aware that this activity may challenge some participants to critically reflect on their own practices that have not been very inclusive, which might make them feel uncomfortable. A certain level of sensitivity in how to approach the activity may be necessary.</i> The facilitator divides participants into groups, reads aloud the case presented on the slide, and presents reflection questions for the groups, giving them 10 minutes to discuss the questions: “What is the problem within this case study? Which positive behaviours do you observe? What approach would this institution need to include students, such as the example student, in international learning opportunities? What short-term actions can you take to enhance the support of mobility in your institution?” Possible Variations: Encourage participants to share personal experiences related to inclusivity and diversity. This implies you need 15 additional minutes on top of the total of 90 minutes for this module. Watch-out: Make sure to focus on the activity, as this illustrates the broader definition of the curriculum and offers a practical example of the hidden curriculum. Materials/Equipment required: Presentation materials: slides 39, 40. Additional explanatory materials at the end of this document: Gregersen-Hermans, J., Casals Sala, M. & Whitsed, C. (2021). Internationalisation for all: Belonging or not, that is the question. ACA Think Pieces 2021, article 7.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 2.2	Understanding the types of curriculum The facilitator discusses the three types of the curriculum (Formal Curriculum, Informal Curriculum, and Hidden Curriculum) as a follow-up to the case study and refers to the formal, informal and hidden elements in the case study when sharing the definitions. Purpose of the activity: Participants gain insight into the different curriculum types.	5 min	Lecture-style presentation by facilitators Watch-out: Participants may have a traditional understanding of the curriculum in terms of the Formal curriculum and its syllabus. Make sure they understand the wider approach taken within ICI in line with the literature on Internationalisation of the Curriculum and Internationalisation at Home. All elements within the curriculum contribute to the development of the students. Materials/Equipment required: Presentation materials: slides 41, 42, 43, 44.	ILO 1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 2.2 + Activity 2.3	Hidden curriculum video Identify the hidden curriculum related to internationalisation at your institution through an Iceberg model During this activity, the facilitators engage participants to explore hidden curriculum in relation to internationalisation opportunities within their own institution by thinking of examples based on the Iceberg Model for curriculum. Purpose of the activity: Participants gain a better understanding of hidden curriculum, and how it can block or enhance inclusivity of internationalisation within their own institution.	20 min	2.2: The group first watches the short video introducing the concept of hidden curriculum: https://www.youtube.com/watch?v=NuLhmDE9Exo 2.3: After the video, the facilitator introduces to the participants concept of Iceberg Model and initiates the discussion: “The curriculum can be considered as an iceberg: only a small part of it is visible on the surface. The largest part of the curriculum, however, consists of implicit messages, unwritten rules and expectations, and unofficial values, norms and behaviours and emotions that we take for granted and are not aware of. This implicit or hidden knowledge refers to how we do things here at our institution, e.g. what we consider good or bad behaviour.” Facilitator then asks participants: “Think about the video you just saw. What did you understand from the video about the hidden curriculum? How does that translate to that context? How might these messages hinder inclusion in internationalisation? Can you find examples of norms, values and procedures for our own context?” If participants cannot think of anything, it is good to have some examples ready. One can draw on examples from the Activity 2.2 or use the ones below. Examples for the elements of the hidden curriculum: • Unwritten Messages: Includes examples like body language, teacher attitudes, peer interactions. • Implicit Values: Includes cultural norms, social hierarchies, institutional priorities. • Unintended Perspectives: Includes implicit biases, stereotypes, and worldviews.	ILO1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
			Unspoken Expectations: Includes behaviour standards, dress codes, participation norms. NOTE! It is that good that the facilitators are prepared to give some ready examples for the participants in case they might have difficulties in coming up with their own example at first. For instance, the case study at the beginning of the module provides a clear example of a hidden curriculum, where taking part in the short-term mobility course is presented as the only way for students to gain international experience, which may not be accessible to everyone. It would be important for facilitators to share additional examples, particularly those relevant to their own institution. Possible variations: Also watch part 2 of the video. Watch-out: The time available for this activity is short, so make sure to not extend the discussion. Materials/Equipment required: Presentation materials: slides 45, 46, 47. Link to video.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 2.4 + Activity 2.4 CTD	Roleplay with imagined scenarios + Reflecting on scenarios for hidden curriculum messages In this activity, participants engage in creative group work by jointly imagining a scenario involving hidden curriculum related to internationalisation and presenting it through role play to the other groups. Hidden curriculum messages of the scenarios are explored together through reflection after each roleplay. Purpose of the activity: To gain deeper insight through concrete yet imagined examples of how a hidden curriculum can block or enhance inclusiveness in internationalisation.	35 min	The facilitator divides participants into groups and instructs them: “Imagine a scenario involving the hidden curriculum in relation to internationalisation/internationalisation opportunities. Think of a story and present it in no longer than 3 minutes. Use your creativity! You have 10 minutes to prepare the scenario.” Each group presents their scenarios to other groups. After each roleplay, the facilitator engages participants into reflecting on roleplay through asking questions: “What were the hidden messages? How could that scenario have been more inclusive?” Possible Variations: If time allows, you can ask each subgroup to replay the scenario in a more inclusive set up (variation1). You can ask which dimensions of the ICI framework the scenario addresses (variation 2.) Watch-out: Be careful not to be judgemental or to stereotype. Support the groups in not jumping to conclusions, and always ask for clarification when something seems unfamiliar. The timing is based on four subgroups. Materials/Equipment required: Presentation materials: slides 48, 49.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 2.5	End of Module Reflection This activity is the same as in the end of each Module/ (1.8 / 2.x / 3.x / 4.x / 5.x). Its purpose is to connect the knowledge and understanding gained in the module to the participants' own work environments, ensuring that they view ICI not as a distant concept but as something relevant to their professional day-to-day reality. Purpose of the activity: To summarise key takeaways and encourage personal reflection.	5 min	Facilitators engage participants in a group discussion: "How does what we have seen connect with your own work environment?" Make a quick round where each participant shares 1 takeaway (max 3 words) Possible Variations: Think first individually and make a note. Then discuss with people next to you, and finally share the main points with the group." Watch-out: Encourage participants to reflect on the training's impact as this is crucial part of learning. Be mindful of the time, as the variation will add at least 15 minutes to the session. Materials/Equipment required: Presentation materials: slide 50.	ILO 1, ILO 2, ILO 3

Resources / Further reading

Videos on the topic of Hidden Curriculum to share which are related to Higher Education in the EU context:

- “What is the Hidden Curriculum?”: <https://www.youtube.com/watch?v=7uGsaj2HLpo> (Camp Stomping Ground)
- “The Hidden Curriculum Part 1 of 2: Norms, Values and Procedures”: <https://www.youtube.com/watch?v=NuLhmDE9Exo> (HumberEDU)
- “The Hidden Curriculum Part 2 of 2: Sociological Perspectives”: <https://www.youtube.com/watch?v=77psBGyYj94&t=149s> (HumberEDU)

UKessays. (November 2018). Differences between the Formal, Informal and Hidden Curriculum.

- Retrieved from <https://www.ukessays.com/essays/education/differentiate-among-the-formal-informal-and-hidden-curriculum-education-essay.php?vref=1>

Hidden Curriculum. The hidden curriculum is the implicit messages, intended, unintended, positive, or negative, about values, norms, and attitudes that are inferred from people’s and institutions’ actions and inactions. These actions or inactions are undermining our institutional values of respect, diversity, and inclusivity.

Watch the video: <https://meds.queensu.ca/academics/postgraduate/current-residents/hidden-curriculum>

The Hidden Curriculum in Health Care Education (for interesting definitions)

- https://healthsci.queensu.ca/source/The_Hidden_Curriculum.pdf

Gregersen-Hermans, J., Casals Sala, M. & Whitsed, C. (2021). Internationalisation for all: Belonging or not, that is the question. ACA Think Pieces 2021, article 7

Leask, B., Internationalisation of the curriculum, as provided, 2015.

- <http://www.ioc.net.au/>
- https://www.intluni.eu/fileadmin/user_upload/Internationalization_of_the_Curriculum_Betty_Leask_Brussels_24_sep_2015.pdf

Additional support for activity 2.1

CASE hidden curriculum

Based on Gregersen-Hermans, J., Casals Sala, M. & Whitsed, C. (2021). Internationalisation for all: Belonging or not, that is the question. ACA Think Pieces 2021, article 7

Instruction: Read out loud the case presented in the slide 39.

Q1. What is the problem in this case? - Give participants a minute to read again and reflect.

Possible answers

- *The student is a carer who cannot become mobile.*
- *The first lecturer is a problem – they engage in deficit thinking – they evaluate the student without checking their own assumptions.*
- *The second lecturer is the problem, they focus on the student as the problem who needs appropriate help.*
- *The support services are the problem as they may not have communicated transparent enough to the student, they can offer support.*
- *The student is the problem, as they did not indicate why mobility was difficult for them, because of ... shame pride did not want to bother others, did not think mobility was for them.*

Q2. Which positive behaviour do you observe in this case? Give participants a minute to read again and reflect. Possible answers

Possible answers

- *The second lecturer, they ask for clarification from the student first before judging*
- *The second lecturer, they take action and refers the student to the support services for help*
- *The second lecturer, they act and is looking for alternative international learning experiences to mobility*
- *The student, they open up, when asked*
- *The first lecturer, as they bring up the student in the discussion*

Q3. What approach would this institution need to include students like the one in the example in opportunities for mobility?

Prompt participants to think about the definition and its practical implications if they don't come up with answers.

Possible answers

- *Engage with all students on a regular basis on their views on international learning experiences including mobility*
- *Engage a diverse group of students and lecturers in the development of international learning opportunities including mobility*
- *Engage a diverse group of students in the development of support measures*
- *Work with lecturers*
- *Engage with a diverse group of students and lecturers to develop and implement a communication plan to promote international learning opportunities and the support that is available in a way that speaks to a wide body of students.*

It is about a systemic approach, dialogue, self-identification and co-creation. For this to happen it is important not to see the student as the problem, but the system – how to make this transparent? Conditions are values of respect and equity and attitudes of openness, interest, action oriented (not on behalf of but together: “I am working with the student to find alternatives”).

Q4. What short term actions can you take to enhance the support of mobility in your institution? Tips and tricks.

We can use the same reflective questions

Obviously, this asks for a systemic and comprehensive approach to inclusive internationalisation. However, all kinds of defensive responses might come up... ‘takes too much time, no real leadership support, no resources to do this’ ... what actions can you take to start the dialogue and change (Rome was not built in one day). Therefore, better ask for short-term tips and tricks and tips.

Module 3: Boundary-crossing collaboration

Overall purpose of the Module

Enhancing comprehensive and inclusive internationalisation requires a multidimensional approach and action at several level and by all stakeholders within a HEI. Embracing boundary crossing means bridging gaps between the different perspectives and experiences of all kinds of staff, both academic and non-teaching staff, and especially bringing in the voice of different student groups. Boundary-crossing collaboration and boundary-crossing competences are essential for enabling multiple stakeholders to work together effectively toward mutual goals, not only across disciplines, but also across the different professional roles. For a full description of boundary-crossing collaboration, you may consult the ICI Framework.

Intended learning outcomes (ILOs)

After the completion of Module 3:

1. I can explain the concept of boundary crossing and its impact on collaboration with diverse groups and stakeholders.
2. I can evaluate how my professional position affects my actions to include every student in internationalisation.
3. I can connect multiple stakeholders to enhance inclusive, comprehensive internationalisation within higher education institutions.

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 3.1	Introducing the ILOs and the Agenda for Module 3	5 min	Lecture-style presentation by facilitators. Make sure to connect this module to the previous modules. <i>Materials/Equipment required:</i> Presentation materials: slides 52, 53	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.1	What does Boundary-Crossing Collaboration mean to you? In this activity, the facilitator engages participants in a group discussion about their perceptions of boundary-crossing collaboration'. Responses may vary widely and can carry either negative or positive connotations for different participants. Since 'boundary-crossing' is not yet a widely used term, participants' initial understanding may differ significantly from its meaning in the ICI context. It is therefore helpful to discuss the concept and allow participants to express any initial confusion with the term. Purpose of the activity: This allows participants share their initial thoughts and perspectives on 'boundary-crossing' to be able to address the confusion and hear of how differently the term can be understood. Interpretations often may reflect something on person's background or previous experiences.	10 min	The facilitator invites participants to discuss, either in the group as a whole or in smaller groups, the question: "What comes to mind when you hear the term 'boundary-crossing collaboration'?" Possible Variations: Encourage participants to share personal experiences related to boundary crossing. Watch-out: Ensure active participation from all participants. Materials/Equipment required: Presentation materials: slide 54	ILO 1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 3.2	Boundary crossing in the ICI Framework During this activity, the facilitator explains the concept of boundary-crossing, how boundary crossing collaboration is understood in the context of ICI, and where boundary crossing collaboration is in the ICI Framework. Purpose of the activity: To gain insight into how boundary crossing and boundary-crossing competence link to the ICI Framework and their role and importance for enhancing inclusiveness of internationalisation.	5 min	<i>It is important that the facilitators have familiarised themselves well with the boundary crossing concept as described in the ICI Framework beforehand and are able to clearly explain this to the participants.</i> Facilitators present a lecture-style session, linking the presentation to participants' input from Activity 3.1. Boundary-Crossing Collaborative Competency (BCC) refers to the ability to collaborate across various boundaries—such as cultural, national, disciplinary, linguistic, as well as those related to age, gender, abilities, sexual orientation, and their intersections. BCC influences the attitude, transparency and influence dimensions associated with inclusivity. Possible variations: The section on input can be extended by using additional elements from the ICI Framework and dimensions. Watch-out: The model in the ICI Framework is theory-based. Participants might however come up with other variables which influence the relationship between the institutional strategy and the experience of diverse stakeholders. Materials/Equipment required: Presentation materials: slides 55, 56, 57, 58 (this slide functions as a bridge to next Activity 3.2)	ILO 1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.2	Identifying stakeholders Participants are asked to identify as many different stakeholders that they think are important for inclusive internationalisation within their institution, and to explore the boundaries between these stakeholders. Purpose of the activity: The goal is to identify the stakeholders for inclusive internationalisation within the HEI, faculty, school, or department and to become aware of the many diverse perspectives, which can sometimes be conflicting. Additionally, this activity provides an opportunity for all participants and trainers to understand how participants perceive the different stakeholders and may reveal some overlooked ones. It also aims to identify the boundaries among the stakeholders in preparation for the next Activity 3.3.	15 min	The facilitator invites participants to brainstorm a list of stakeholders they consider essential for promoting inclusive internationalisation within their institution. STEP 1: The facilitator distributes several blank Post-its to each participant, based on the number of responses they may have, and displays a shared flipchart (or similar space) where participants will place their Post-its with answers. STEP 2: The facilitator instructs participants to first identify different stakeholders individually, writing one stakeholder per Post-it and placing these on a flipchart. Participants are then asked to group similar or identical stakeholders together to form categories on the flipchart. If participants do not mention STUDENTS as one of the stakeholders, the facilitator reminds them of the importance of this key group, noting that students are the primary target for inclusive internationalisation, and adds them to the list of stakeholders. STEP 3: After stakeholders have been identified, the facilitator asks the group: “What different kinds of boundaries can you identify among stakeholders? What are these boundaries, and how might we cross them?” This discussion sets the stage for the next Activity 3.3. Watch-out: If participants do not mention STUDENTS as one of the stakeholders, remind them of the importance of this key stakeholder group, as students are the primary target group for inclusive internationalisation. Materials/Equipment required: Presentation materials: slide 59. Paper Post-its and pens and flipchart/-s.	ILO 1, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.3	Exploring the boundaries or Taking somebody else's perspective In this activity, participants engage in exploring the case study through group discussions, beginning with a role play within their assigned stakeholder role groups. Purpose of the activity: The goal is to explore the boundaries between different stakeholder groups, allowing participants to practice perspective-taking by stepping into the roles of other stakeholders. This exercise is an integral part of developing boundary-crossing collaborative competence.	10 min for group discus- sion 10 min for sharing	STEP 1: The facilitator randomly divides participants into 4–5 groups and assigns each group a specific stakeholder role, chosen from the ICI Core Team roles or the stakeholder roles identified in Activity 3.2. The roles selected can include the 4–5 most frequently mentioned stakeholders from Activity 3.2. Note: One of the groups must always represent STUDENTS. STEP 2: The facilitator assigns a task to the groups: “According to data, many students do not participate in international opportunities. Why might this be? Discuss within your group the possibilities and limitations from the perspective of your assigned stakeholder group. Identify other stakeholders who are critical for addressing the lack of participation. STEP 3: Each ‘stakeholder role group’ is instructed to prepare to present their discussion results to other groups. Possible Variations: Ask the first two groups to share their findings. The other groups are asked only to add new insights and perspectives. Watch-out: This activity serves as a lead-in for activities 3.4 and 3.5. Be sure to keep the discussion focused on the objectives of Activity 3.3, and avoid going beyond its scope to ensure a smooth transition to the next steps. Materials/Equipment required: Presentation materials: slide 60.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.4	Enacting Boundary crossing or How to work together across different perspectives This activity is a continuation of the previous Activity 3.3. Participants will now work in a diverse group, ensuring that at least one member from each previous stakeholder role group is included, to develop inclusive solutions for the given challenge. Purpose of the activity: To practice boundary crossing between different stakeholder groups and engage in perspective-shifting through collaboration. Participants will work on listening to others without judgment, preconceptions, or stereotypes, while also becoming aware of their own limitations and positionality.	10 min for sub-group discussion 10 min for the role playing	STEP 1: The facilitator reorganises participants into mixed groups, ensuring that each new group includes at least one representative from each of the different stakeholder role groups from Activity 3.3. STEP 2: The facilitator assigns the new mixed groups a task: “Think of a scenario in which you combine the expertise of the different roles to address the problem: Many students do not participate in international opportunities. Why is this the case, and how can you improve the situation?” STEP3: Groups are invited to share their scenarios and suggested solutions to the other groups. STEP 4: The facilitator debriefs Activities 3.3 and 3.4 simultaneously by asking reflective questions, such as: “How was it to try to take on the perspective of another stakeholder group? Was it easy or difficult? Did you notice that you might be missing some relevant information or perspective?” STEP 5: It is important for the facilitator to remind participants that taking on someone else’s role and their interpretations of different stakeholder groups can be influenced by stereotypes and generalisations. This awareness is crucial for enriching the discussion and helping participants recognise their own limitations. Emphasising the importance of engaging directly with the actual stakeholder groups to hear and understand their perspectives is essential. Possible Variations: Give participants more time. Watch-out: Make sure that when groups are sharing their scenarios and solutions, they are done swiftly. Materials/Equipment required: Presentation materials: slide 61.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.5	Critical review of the chosen solutions In this activity, participants critically examine how their chosen solutions reflect systemic deficit or asset approaches. Purpose of the activity: To provide participants with an opportunity to reflect on their solutions from the perspective of inclusive internationalisation and to begin understanding the difference between a deficit and an assets approach.	10 min	The facilitator shows the slide on ICI Framework Dimensions: Attitude Dimension and states: “This is a reminder of the Attitude dimension of the ICI Framework that we covered in Module 1 already. Now, critically re-view in your group: where does your solution fit, and how could it be transformed into a systemic asset approach?” Possible Variations: This activity can be extended by systematically reviewing all solutions based on the underlying attitudes, how power and influence are shared within the solutions, and how to ensure transparent communication. This extension will take an additional 30 min. Watch-out: Participants may not be familiar with deficit and asset approaches, even though these concepts were discussed in the ICI Framework and in the first module. Prepare two simple examples related to your own context. Materials/Equipment required: Presentation materials: slide 62.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.6	Going back to your actual role In this activity, participants are invited to reflect on insights gained from the case study assignments, where they explored the boundaries and enacted ways to cross them. Purpose of the activity: To provide an opportunity for participants to reflect on their learning from taking different perspectives and working across those boundaries.	15 min	The facilitator instructs the participants: “Think about your actual professional role at your institution and the different stakeholders you interact with. From this perspective, list 2-3 main insights you gained from your collaboration with the various stakeholder role groups. How can you apply these insights?” Participants are asked to first think individually and make notes, then discuss their thoughts with the people next to them, and finally share the main points with the entire group. Possible Variations: If time is limited, you can ask participants to share their insights directly with the whole group. Materials/Equipment required: Presentation materials: slide 63.	ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 3.3	How can we cross boundaries? Boundary-Crossing Learning Mechanisms The facilitator engages participants in discussion summarising boundary-crossing collaboration theory to highlight what has been done in the module. Purpose of the activity: To convey to participants how the boundary-crossing learning mechanisms model can be applied and how it connects this ICI module to the development of Roadmaps for the ICI introduced in Module 5.	10 min	The facilitator presents the Boundary-Crossing Learning Mechanisms model and discusses with participants how the various activities in this module addressed different stages of the model. To conclude, the facilitator links the transformation stage of the model to Module 5: “Scenarios and roadmaps towards inclusive, comprehensive internationalisation”. Facilitator invites participants also to share their reflections and insights on the Module/topic. Possible Variations: Incorporate a reflection activity into this activity: ask participants which elements of boundary-crossing competence they would like to further develop. Depending on the group this may take an additional 10 minutes—3 minutes for reflection and 7 minutes for sharing. Watch-out: Take your time to discuss the slide, focusing on the first three steps: identification, coordination, reflection, while briefly mentioning transformation, as this will be the focus of Module 5. Materials/Equipment required: Presentation materials: slide 64.	ILO 1, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 3.7	End of Module Reflection This activity is the same as in the end of each Module/ (1.8 / 2.x / 3.x / 4.x / 5.x). Its purpose is to connect the knowledge and understanding gained in the module to the participants’ own work environments, ensuring that they view ICI not as a distant concept but as something relevant to their professional day-to-day reality. Purpose of the activity: To summarise key takeaways and encourage personal reflection.	10 min	Facilitators engage participants in a group discussion: “How does what we have seen connect with your own work environment?” Each participant is invited to share one takeaway (maximum of three words) in a quick round.) Possible Variations: Participants can first think individually and make notes. Then, they can discuss their thoughts with the people next to them before sharing the main points with the group. Watch-out: Encourage participants to reflect on the training’s impact as this is crucial part of learning. Be mindful of the time, as the variation will add at least 15 minutes to the session. Materials/Equipment required: Presentation materials: slide 65.	ILO 1, ILO 2, ILO 3

Resources / Further reading

Introductory videos on boundary crossing collaboration by Wageningen University and Research (n.d.): Boundary Crossing @ Wageningen University, 2021:

- Knowledge Clip: What is a Boundary, a Practice and Boundary Crossing?, <https://wur.yuja.com/V/Video?v=100044&node=&a=870164545&autoPlay=1>
- Knowledge Clip: Boundary Crossing Learning Mechanisms, <https://wur.yuja.com/V/Video?v=100025&node=&a=955682017&autoPlay=1>
- Knowledge Clip: The Importance and Relevance of Boundary Crossing, <https://wur.yuja.com/V/Video?v=100029&node=&a=1302428638&autoPlay=1>
- Knowledge Clip: Cultivating your Boundary Crossing Competence, Boundary Crossing @ Wageningen University, 2021, <https://wur.yuja.com/V/Video?v=100027&node=&a=228273546&autoPlay=1>

Akkerman, S. F., & Bakker, A. (2011). "Boundary Crossing and Boundary Objects". In Review of Educational Research, 81(2), 132-169. <https://doi.org/10.3102/0034654311404435>

Gulikers, Judith: "Team building exercise based on boundary crossing learning mechanisms". In BC Toolbox. Wageningen University and Research, 2020, <https://edepot.wur.nl/577112>

Gulikers, Judith & Carla Oonk: "Questions to ask to trigger reflection on BC learning". In BC Toolbox. Wageningen University and Research, 2022, <https://edepot.wur.nl/567927>

Oonk, Carla & Karen Fortuin: "Identification of your own and others' expertise". In BC Toolbox, Wageningen University and Research, 2022, <https://edepot.wur.nl/567920>

Oonk, C., Gulikers, J., den Brok, P. and Mulder, M. (2022), "Stimulating boundary crossing learning in a multi-stakeholder learning environment for sustainable development" In International Journal of Sustainability in Higher Education, Vol. 23 No. 8, pp. 21-40. <https://doi.org/10.1108/IJSHE-04-2021-0156>

Gulikers, Judith: "Examples of boundary crossing learning activities". In BC Toolbox. Wageningen University and Research, 2020. Retrieved Dec 19, 2024, from <https://edepot.wur.nl/566880>

Fortuin, K. P. J., Post Uiterweer, N. C., Gulikers, J. T. M., Oonk, C., & Tho, C. W. S. (2020). Training students to cross boundaries between disciplines, cultures, and between university and society: Developing a boundary crossing learning trajectory. In J. van der Veen, N. van Hattum-Janssen, H.-M. Jarvinen, T. de Laet, & I. Ten Dam (Eds.), SEFI 48th Annual Conference Engaging Engineering Education, Proceedings, pp. 752-760. SEFI 48th Annual Conference Engaging Engineering Education, Proceedings. Retrieved Dec 19, 2024, from <https://www.sefi.be/wp-content/uploads/2020/11/Proceedings-2020-web.pdf#page=752>

Module 4: Inclusivity in an international collaborative online environment

Overall purpose of the Module

International online collaboration, such as virtual exchange or COIL (Collaborative Online International Learning), is often seen as inherently inclusive since it allows all students to participate. This online approach is a tool for 'internationalisation at home', aiming to reach 100% of students. However, this training challenges the assumption that online collaboration automatically engages all students. We will explore how the design and facilitation of online collaboration can be made more intentionally inclusive and equitable.

Intended learning outcomes (ILOs)

After the completion of Module 4:

1. I can describe the main opportunities and challenges of inclusive online international collaboration.
2. I can explain how the ICI model can be used to address the challenges of international online collaboration.
3. I can apply appropriate tools and activities to create more inclusive participation in an international online setting.

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 4.1	Introducing the ILOs and the Agenda for Module 4	5 min	Lecture-style presentation by facilitators Materials/Equipment required: Presentation materials: slides 67, 68.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 4.1	Sharing online experiences Participants engage in a discussion, sharing experiences of working or learning in an on-line environment where inclusiveness has been compromised. Purpose of the activity: To warm up and engage with the topic of online learning and teaching, while connecting it to the face-to-face setting where training is taking place.	15 min	The facilitator asks participants: “Have you experienced an online event/ learning or training where inclusivity or diversity was compromised? First, discuss with the person next to you, then share with the group.” The facilitator may introduce issues such as bandwidth and access (which may not be universally available and can be costly), connectivity challenges, and considerations around religion or beliefs: “We often assume that everyone has the same access to or approach toward online connectivity. What about timing, time zones, punctuality, or how we share speaking opportunities?” Watch-out: There are many ways to integrate online experiences into a study programme. In this module, we focus specifically on COIL (Collaborative Online International Learning) or virtual exchange. Additionally, this module is not an introductory course on developing COIL activities. Materials/Equipment required: Presentation materials: slide 69.	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 4.2	What is COIL? The facilitator briefly introduces what virtual exchange and COIL, explaining what the different letters stand for: Collaborative, Online, International, Learning. Purpose of the activity: Participants will gain an understanding of what virtual exchange and COIL mean.	10 min	Lecture-style presentation by the facilitator. Possible variations: Time permitting, instead of a presentation the facilitator may engage in a discussion about COIL and virtual exchange. This approach is advisable when participants have experiences with delivering COIL or virtual exchange study activities. The facilitator can also play a video to explain what Virtual Exchange is: https://youtu.be/oFB7ooV6IWQ . Watch-out: Ensure that the terms used on the slides 70 and 71 are properly explained (experiential learning, digital literacy, international experience, and the connection between learning and an open mind necessary for effective collaboration). The relevance of COIL is not so much in the outcome of the student work but in the process of working together within an intercultural and online context. The online environment can exacerbate(cultural) misunderstandings. Materials/Equipment required: Presentation materials: slides 70, 71.	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 4.2	Why COIL? In this activity, participants discuss the benefits and opportunities COIL offers and how it connects to inclusion in internationalisation efforts, along with the challenges that may arise. Purpose of the activity: To explore the benefits of COIL and the potential challenges it may pose for inclusiveness in internationalisation	10 min for the group discus- sion and 10 min for the debrief	Group discussions instructed by facilitators: • What are the benefits of COIL? Can we make a list? • Why do you think that we are focusing on online learning in the context of inclusivity? • How can COIL complement the existing mobility schemes (rather than replace them)? • Could it replace physical mobility? Does it offer the same benefits? The facilitator summarises the discussion, emphasising how COIL can enhance existing mobility schemes and promote inclusivity in internationalisation. Facilitator should emphasise the following points in discussions, adding explanations if needed: “Why do we aim to internationalise classroom activities and bring in diverse perspectives? WHY are we focusing on online learning in the context of inclusivity? Maybe because mobility is less inclusive—only a few students can participate—while COIL has the potential to reach ALL (or most) students.” Facilitators can ask participants in groups to reflect on this WHY and on the questions listed in the slide 72. Each group can choose a spokesperson to share their main reflections, or alternatively, each group may present insights on one specific question. Facilitators can select the most effective approach for sharing reflections based on the context. Facilitators should explain to participants: “COIL, however, is not inherently inclusive; it requires intentional design to achieve its potential benefits.	ILO 1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
			Effective collaborative work starts with teachers, and creating a successful COIL experience involves negotiation, a win-win approach, and intercultural-aware design. When planned well, COIL can add significant value to a course and may be the only opportunity some students have to develop internationalisation competencies.” Possible variations: Instead of having all groups answering all questions, the facilitator may assign each group a single question to discuss. In this setup, the debrief should be extended to 15 - 20 minutes (5 min per question and 5 min to summarise the conclusion). Watch-out: The discussion should focus on how to ensure that COIL provides an inclusive international learning experience for all students, with implications for the design and delivery of COIL activities. This topic will be explored further in the next activity. Materials/Equipment required: Presentation materials: slide 72.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 4.3	Phases of an Inclusive Online Collaboration Model In this activity, participants are introduced to the phases of an Inclusive Collaboration Model and the potential risks of excluding different individuals at various phases of the COIL process. Purpose of the activity: Participants gain a deeper understanding of how to foster inclusion in COIL activities and identify potential risks of exclusion in an online environment.	15 min	The facilitator presents: “As explained in the previous activity, the COIL methodology must be intentionally designed to achieve its potential for inclusive collaboration.” Facilitator can then outline the steps students will need to take to actively seek diverse perspectives, explaining: “Developers should consider several dimensions before setting up the COIL module to ensure equitable participation for all, such as: • Access to Technology: varying levels of bandwidth, connectivity, etc. • Managing of Language issues: differences in native languages, levels of proficiency, etc. • Cultural Differences: especially in communication styles, values, and behavioural norms • Different relation to power and to hierarchy among partners • Grading: focusing on performance in the learning task rather than intercultural collaboration. • Time Differences: variations in time zones, approaches to deadlines, and punctuality, etc.” Watch-out: Ensure the focus is on risks to inclusivity at each phase of the COIL learning experience. Materials/Equipment required: Presentation materials: slide 73. Handout for Inclusivity in an international collaborative online environment. (There is a ready template for this handout in the Manual APPENDIX 5: Templates, Forms, and Handouts for the Training, Handout for Inclusivity in an international collaborative online environment).	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 4.4	Reflecting on student testimonial on COIL In this activity, participants watch a video featuring student testimonials on COIL and then engage in a discussion about student perspectives, including the benefits and opportunities COIL presents, as well as potential pitfalls regarding inclusiveness of internationalisation. Purpose of the activity: To gain a deeper understanding how COIL can enhance the inclusiveness of internationalisation while also identifying factors that may hinder inclusion in COIL.	15 min	STEP 1: The facilitator announces the next activity: participants will watch a short video featuring student testimonials about their COIL experiences: https://youtu.be/iGCicNYtpXw?si=kyOar0Jqf8MBoRUJ . Before showing the video, the facilitator shares the reflection questions from slide 75 and instructs participants on what to focus on while watching the video. STEP 2: After the video, the facilitator encourages participants to reflect on the testimonials with the following questions: “What surprised you about the testimonials? How do you think diversity was approached in the project? What issues could hinder inclusivity in COIL? What might be the hidden curriculum of COIL? How can we make it more inclusive?” Additional questions could include: “What did you find interesting? Do you think this methodology could work at our institution? Why or why not? Do you believe it is already happening here?” It is important for facilitators to have considered these questions in advance and to be prepared to provide example answers if participants struggle to offer suggestions. Possible variations: If participants have already engaged in a COIL learning activity, they could prepare for this session by recording a testimonial of one of their own students in advance. Watch-out: It is important for participants to keep an open mind. Additionally, well-intended actions or statements may inadvertently exclude some students. Materials/Equipment required: Presentation materials: slides 74, 75. Link to the video.	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 4.5	End of Module Reflection This activity is the same as in the end of each Module/ (1.8 / 2.x / 3.x / 4.x / 5.x). Its purpose is to connect the knowledge and understanding gained in the module to the participants’ own work environments, ensuring that they view ICI not as a distant concept but as something relevant to their professional day-to-day reality. Purpose of the activity: To summarise key takeaways and encourage personal reflection.	10 min	Facilitators engage participants in a group discussion: “How does what we have seen connect with your own work environment?” Possible Variations: If time permits, participants can first think individually and take notes. Then, they can discuss their thoughts with those next to them, and finally share the main points with the larger group. Watch-out: Encourage participants to reflect on the training’s impact as this is crucial part of learning. Materials/Equipment required: Presentation materials: slide 76.	ILO 1, ILO 2, ILO 3

Resources / Further reading

The Inclusive Online Collaboration model is inspired by the VU (Vrije Universiteit Amsterdam) mixed classroom education model and critical virtual exchange ideas (Miriam Hauck).

Satar, Müge. (2021). "Introducing virtual exchange: towards digital equity in internationalisation". In Satar, Müge (Ed.), Virtual exchange: towards digital equity in internationalisation (pp. 1-13). Research-publishing.net. <https://doi.org/10.14705/rpnet.2021.53.1285>

Hauck, Mirjam. "Virtual exchange for (critical) digital literacy skills development." In European Journal of Language Policy, vol. 11 no. 2, 2019, p. 187-210. Project MUSE, <https://muse.jhu.edu/article/737425>

Hauck, Miriam: "Critical Digital Literacy through Virtual Exchange" (video), <https://www.youtube.com/watch?v=ahPr6RBL32U>

FIU COIL (n.d.): "What is COIL Collaborative Online International Learning?", <https://www.youtube.com/watch?v=hOL2du0hR9E>

Stevens Initiative (n.d.): "What is Virtual Exchange?", <https://www.youtube.com/watch?v=KxunF4cZPdw>

SUNY COIL Center. (n.d.). What is COIL? SUNY COIL Center. Retrieved from <https://online.suny.edu/introtocoil/suny-coil-what-is/>

Module 5: Scenarios and roadmaps towards Inclusive Comprehensive Internationalisation

Overall purpose of the Module

This module focuses on designing a project plan or roadmap tailored to each participating institution. The goal of this roadmap is to achieve systemic change toward inclusive comprehensive internationalisation at each university, benefiting EVERY student.

Intended learning outcomes (ILOs)

After the completion of Module 5:

1. I can IMAGINE an ideal scenario that I would like my institution to reach regarding inclusive, comprehensive internationalisation.
2. I can BUILD a realistic and concrete plan or roadmap to advance my vision.
3. I can SET UP checkpoints to correct, adjust and reformulate steps of this roadmap as it is being implemented.

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 5.1	Introducing the ILOs and Agenda for Module 5	5 min	Lecture-style presentation by facilitators <i>Materials/Equipment required:</i> Presentation materials: slides 78, 79.	

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 5.2	How to design roadmap for the ICI and prepare for it? Facilitators introduce the concept of roadmap for a more inclusive internationalisation. Participants will create this roadmap either individually or as a group from their unit, program, or department, based on the activities and information they will explore during Module 5. A roadmap is a strategic planning technique that places goals of a project and major deliverables (tasks, milestones) on a timeline, all grouped in a single visual representation or graphic. A roadmap is a type of planner that differs from a regular project plan, since it does not contain all the details of a project; instead, it is a high-level, easy-to-understand, strategic tool. Defining an overall goal along with the major steps needed to reach it, a roadmap helps articulate the why behind the desired outcome and the plan for getting there within all kinds of strategic initiatives.	10 min	Lecture-style presentation by facilitators Possible Variations: Depending on the setting and the participants in the training group, the roadmap can be done from the perspective of a faculty, a department, a school, or the whole institution or even at an individual level. Watch-out: A roadmap is not a detailed plan, it has to contain the goal and the milestones, but details are not necessary at this point. Materials/Equipment required: Presentation materials: slide 80.	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
	Purpose of the activity: Introducing the concept of the roadmap utilised at the end of the module, this activity highlights how the module's activities are designed to guide participants in creating roadmaps for inclusive comprehensive internationalisation as they progress toward the end of the training (Activity 6.1).			

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 5.3	Introducing the Planning Cycle model Facilitators introduce to the participants the planning cycle model that is used as the basis for creating a roadmap towards inclusive comprehensive internationalisation in the end of the training course. Purpose of the activity: Introducing the cycle model utilised in the module and its activities as well as in the wrap-up to draw a roadmap for inclusive comprehensive internationalisation (Activity 6.1).	10 min	Facilitators introduce to the participants the planning cycle model and explains that it is used as the basis for creating a roadmap towards inclusive comprehensive internationalisation in the end of the training course: The different steps of the cycle model are: • Step 1: Analyse the situation. Which is the starting scenario? Where are we now? • Step 2: Imagine: Which is the Ideal Scenario? Horizon 4 years ahead? • Step 3: Be Realistic: Which is the achievable scenario? • Step 4: Be Concrete: What we need to do, to be more near to realistic scenario? KPIs (Key Performance Indicators)/Outcomes, Actions, Responsible person, Deadlines • Step 5: Implementation: Can we link/relate the actions with the 6 Pillars of the ICI Framework? • Step 6: Establish checkpoints to monitor the implementation process and decide who is responsible for them.” Materials/Equipment required: Presentation materials: slide 81.	ILO 1, ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 5.4	Introducing the Step 1: Analyse and recalling the ICI Bingo issues Facilitators introduce Step 1 of the planning cycle model (Analyse) in more detail, explaining its relevance within the ICI context and the training course. They also clarify what data and information should be used in this step. Purpose of the activity: Participants gain a better understanding of the planning cycle model and its Step 1: Analyse and the link between the model and the ICI process.	15 min	The facilitator presents Step 1: Analyse, from the planning cycle model, in more detail and engages participants in a discussion: “Let’s recall the three issues from our institution’s ICI self-assessment that emerged from the Bingo activity (Activity 1.5). These three issues, along with any others encountered throughout the training course, will form the basis of our analysis for this module. From here, we can move on to the next steps of the cycle. What is our starting scenario? What did the self-assessment reveal, and what issues have been identified in the Bingo activity and throughout the training course? What is the current situation in our institution? Alternatively, you may choose another issue that you see as more urgent in your work to enhance inclusiveness of internationalisation opportunities.” Watch-out: It is important that participants take a systemic approach to addressing the chosen issues, avoiding a deficit-based perspective. Materials/Equipment required: Presentation materials: slides 82, 83.	ILO 1
Input 5.5	Introducing the Step 2: Imagine Facilitators introduce Step 2 of the planning cycle model (Imagine) in more detail. Purpose of the activity: Participants gain a deeper understanding of the planning cycle model, specifically Step 2: Imagine.	15 min	The facilitator displays the cycle model with Step 2: Imagine highlighted and explains that this step can involve envisioning an ideal scenario or setting a goal, such as what could be achieved within the next four years. Materials/Equipment required: Presentation materials: slide 84.	ILO 1

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 5.1	I have a dream... In this activity, participants engage individually and/or collectively in imagining a shared “dream” for inclusive comprehensive internationalisation. Purpose of the activity: Encouraging participants to “dream” of a ‘perfect’ inclusive internationalised university and envision what it would look like is the first step toward making this vision a reality. By creating and sharing this vision with colleagues, participants begin the process of bringing it to life.	15 min	The facilitator instructs the participants: “Imagine your institution with an already embedded inclusive comprehensive Internationalisation approach. What would it look like? First, reflect individually or in a small group from your unit or department for 5 minutes. Then, share your vision with others nearby or in larger groups. Consider this: What would you do if you had unlimited resources and time? What does it look like then? Focus on the language you use, set aside any doubts, and believe in your vision.” The facilitator encourages participants to dream big, both individually and collectively. Possible Variations: To enhance creativity, groups could “draw” an image of their dream or alternatively write a vision statement in a poster format, to be shared among all teams afterward. Watch-out: This activity focuses on creating an inspiring dream that can motivate participants to work towards it. It should be engaging and not boring, overly lengthy, or too technical. The tone should be light, fun and inspiring. Materials/Equipment required: Presentation materials: slide 85.	ILO 1
Input 5.6	Introducing the Step 3: Be realistic Facilitators provide a detailed introduction to Step 3 of the planning cycle model (Be realistic) Purpose of the activity: Participants gain better understanding on planning cycle model and its Step 3: Be realistic.	15 min	Facilitators briefly recap the steps already covered in the planning cycle model (Step 1: Analyse and Step 2: Imagine) and introduce the next step, Step 3: Be realistic. In doing so, they invite participants to transition from the “dreaming” phase to a more realistic approach concerning their unit, department, or individual work position. Materials/Equipment required: Presentation/ materials: slide 86.	ILO 2

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 5.2	Let's make the dream realistic - Consultants' dialogue In this activity, participants engage in brainstorming from a consulting perspective to generate ideas and actions for achieving the dream established in the previous activity, while considering the initial analysis. Purpose of the activity: To help generate innovative ideas that they can incorporate into their plans for enhancing inclusive comprehensive internationalisation, which they will develop in the upcoming activities.	15 min	The facilitator divides participants into groups of three or four participants and instructs: "One participant will take on Role A (the client), while the others will assume Role B (the consultants). The person in Role A will briefly share their main concerns about their contribution to inclusive comprehensive internationalisation, considering the issues identified in Step 1 of the cycle and the dream outlined in Step 2. For example, they might say, 'My main concerns regarding my contribution to ICI from my job position/unit are... / The difficulties I see are...'. This sharing will last for 2 minutes. The participants in Role B will then discuss among themselves, reflecting on the concerns shared by Role A and brainstorming potential solutions, while Role A listens and takes notes. After this discussion, the person in Role A thanks the group for their ideas and contributions. The roles will then be switched, allowing another participant to take on Role A while the others take on Role B." Watch-out: It is important to designate a timekeeper for each team. Additionally, the participant in Role A, who is receiving the consultants' ideas, should refrain from replying, explaining, justifying, or praising the suggestions offered. Instead, they should listen without judgment, allowing themselves to be open to new ways of thinking and doing things. It is also good to remind the participants in Role B (the consultants) to have constructive comments and to give their opinions in a respectful way. Materials/Equipment required: Presentation materials: slide 87. Participants should have tools for note taking.	ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 5.7	Introducing the Step 4: Be concrete Facilitators provide a detailed introduction to Step 4 of the planning cycle model (Be concrete) Purpose of the activity: Participants gain a better understanding of the planning cycle model, specifically Step 4: Be Concrete.	15 min	Facilitators show that the next step in the planning cycle model that is Step 4: Be concrete, and explains that what is needed to be more near to realistic scenario are outlining: Key Performance Indicators (KPIs)/Outcomes, Actions, Responsible person/-s, and Deadlines. Materials/Equipment required: Presentation materials: slide 88.	ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 5.3	Making Your plan During this activity, participants engage in creating plans for their unit, department team, or individually. They will outline specific actions (with timelines and expected outcomes) needed to achieve the dream they have established, drawing from their analysis and consulting sessions. Purpose of the activity: The goal is to assist the participants in defining an action plan. While this will not be an exhaustive plan of action, it serves as a simple and practical first draft that includes the basic elements of an action plan. From this document, each participant can further develop and specify the action plan according to its needs.	15 min	The facilitator instructs the participants: “In your unit, department team, or individually, begin creating a plan using the provided template. You may draw on the ideas generated. You can use the ideas provided in the previous exercise. Starting with the outcome or KPI (Key Performance Indicator) maintain focus on the desired results and identify the appropriate actions to achieve them. A KPI refers to a concrete, measurable way to assess the achievement of the expected goals. The plan should include the following elements: defined objectives, and for each objective, specify the outcomes/KPIs; actions; deadlines, responsible persons.” Possible Variations: It is also possible to split the task, allowing each group to create a collage focusing on one specific dimension. Watch-out: The plan can be developed at the institutional level, but it is even more effective when created at the level of the participants’ unit, centre, or department. This approach ensures that the plan is practical and implementable by them directly, rather than being solely high-level and theoretical. It serves as a useful tool for implementation. Materials/Equipment required: Presentation materials: slide 89. Ready form for making plans printed to be given to the participants. (See Manual APPENDIX 5: Templates, Forms, and Handouts for Training, Template 3: Form for Activity 5.3. Making a Plan.)	ILO 1, ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 5.4	How does your plan identify the 6 pillars? In this activity, participants reflect on and explore how the various actions in their plans are connected to the 6 Pillars of Comprehensive Internationalisation, which have been adjusted for the ICI context and introduced in Module 1 (Input 1.4). This connection helps align their plans with the ICI Framework. Purpose of the activity: The purpose is to help participants connect their plans to the ICI Framework and adopt a more systemic approach to improving inclusiveness of internationalisation.	10 min	The facilitator encourages participants to reflect on their plans by asking, “How does your plan relate to the other 6 Pillars of Comprehensive Internationalisation, as adjusted for the ICI context that we discussed in Module 1? How does it connect to institutional commitment? What do we need from the other pillars to advance this initiative? How does it align with the vision and mission of your institution?” The facilitator should emphasise that all these dimensions are interconnected and influence one another. Materials/Equipment required: Presentation materials: slide 90.	ILO 1, ILO 2, ILO 3
Input 5.8	Next steps - Continue the Dialogue In this activity facilitators explain the participants briefly what are the next steps in the planning cycle model (Step 5: Implementation and Step 6: Check), and what they mean in the context of ICI process. Purpose of the activity: To get deeper understanding of the last steps of the planning cycle model and what they mean in the ICI process.	5 min	Facilitator explains to the participants: “Step 5: Implementation is a roadmap/plan of action for after the course, referring to what the participants are committing to doing/implementing/contributing to inclusive comprehensive internationalisation, and it will be done in the Wrap-up section of this training course. Step 6: Check is a continuous systemic process, and it needs to sit in the PDCA cycle of the institution. There must be an implementation process with its checkpoints and a decision on who is responsible for them.” Materials/Equipment required: Presentation material: slide 91.	ILO 2, ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 5.5	Coming full circle... In this activity, participants reflect on how inclusive their plans are, based on the definition of inclusive internationalisation as presented in Module 1 (activity 1.1) Purpose of the activity: The aim is to remind participants of the ICI definition of the 'Inclusive internationalisation' and to encourage participants to link their plans with the ICI Framework, thereby adopting a more systemic approach in their plans and actions.	10 min	Participants engage in a discussion led by the facilitators. The facilitators display the definition of 'Inclusive Internationalisation' on a slide and ask: "Referring back to the definition of inclusive internationalisation, how inclusive is your plan? How continuous and critical is it? Let's revisit this together and reflect on these questions." Materials/Equipment required: Presentation materials: slide 92.	ILO 1, ILO 2, ILO 3
Activity 5.6	End of Module Reflection This activity is the same as in the end of each Module/ (1.8 / 2.x / 3.x / 4.x / 5.x). Its purpose is to connect the knowledge and understanding gained in the module to the participants' own work environments, ensuring that they view ICI not as a distant concept but as something relevant to their professional day-to-day reality. Purpose of the activity: To summarise key takeaways and encourage personal reflection.	5 min	Facilitators engage participants in a group discussion: "How does what we have seen connect with your own work environment? Please think individually and make a note first. Then discuss with the people next to you, and finally, share the main points with the group." Possible Variations: If time is running short, the individual thinking and pair discussions can be skipped, allowing the group discussion to proceed directly. Watch-out: Encourage participants to reflect on the training's impact as this is crucial part of learning. Materials/Equipment required: Presentation materials: slide 93.	ILO 1, ILO 2, ILO 3

Wrap-up of the ICI Training Course

Training content

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 6.1	Let's recall the Overarching Intended Learning Outcomes In this activity, participants explore what they have learned in relation to the overarching Intended Learning Outcomes (ILOs) of the ICI training course. Purpose of the activity: To remind participants of the overarching ILOs of the ICI training course and to evaluate how these outcomes have been addressed and met throughout the training.	5 min	The facilitator presents the overarching intended learning outcomes (ILOs) of the ICI training course: "Let's check whether we have covered the overarching intended learning outcomes by reviewing them together." Materials/Equipment required: Presentation materials: slide 95.	Overarching ILO 1, Overarching ILO 2, Overarching ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 6.1	Let's Draw Our Roadmaps Through this activity, participants will prepare a visual roadmap based on the plan they created in Module 5 and identify three main checkpoints to reach their goals. Purpose of the activity: To present the action plan developed in the last activity of Module 5 by creating a roadmap that simplifies and visualises it, while also selecting three milestones (or checkpoints) that will help each team determine if they are on the right track.	20 min	This activity can be completed individually or in small groups if there are two or three participants from the same unit, department, or faculty. The facilitator provides each participant or unit group with an A3 or A2 poster featuring a drawn roadmap, or flipchart paper for participants to create their own roadmap. The facilitator instructs: “STEP 1: Draw a roadmap of your individual or unit plans for the future (post-course) regarding your commitments to inclusive comprehensive internationalisation. These commitments can be simple and should not involve anyone not participating in this training. Focus on small steps or projects that can be easily implemented individually. STEP 2: Highlight three checkpoints. These checkpoints will help you assess how your implementation is progressing. This activity will be shared with the entire group through a gallery walk in the following activity (Activity 6.2)” Watch-out: The roadmaps should not be involving anyone not participating in the course, as there is often a tendency to think of large projects that require the involvement of others, which are likely to fail. Instead, small steps and simple projects that can be implemented easily and individually are more likely to succeed and foster a sense of fulfilment, which will likely engage participants further in internationalisation. It is essential to communicate these simple ground rules to participants before they attempt to draw overly complex or overcommitting roadmaps. Materials/Equipment required: Presentation materials: slide 96. Printed out roadmap templates for each participant A2/A3 size. (See Manual APPENDIX 5: Templates, Forms, and Handouts for the Training, Template 6: Template for Activity 6.3. Roadmaps.)	Overarching ILO 2, Overarching ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Activity 6.2	Gallery Walk of roadmaps In this activity, participants present the roadmaps created in the previous activity (Activity 6.1.) to the other participants using a gallery walk model. The authors of each roadmap poster first provide a brief presentation of the main points, which is then followed by feedback and questions from the other participants. Purpose of the activity: To view and discuss various roadmaps through an interactive and visually engaging gallery walk, where participants move around a physical (or virtual) space. It encourages exploration, peer-to-peer discussion, and the exchange of ideas. It also helps participants to focus on the “next steps” after the course.	30 min	After participants have drawn their roadmaps, these are hung around the room, and all the participants walk from one to the next. The facilitator instructs: “The author(s) of each poster will briefly present their main points and checkpoints of the roadmap, as well as any fears, hopes, and the time-frame involved. You will have about 3–5 minutes for each presentation. Afterward, the other participants can give feedback or ask questions. This will also be timed. At the end of each round, some applause and cheers for the presenter(s) is a great way to recognise their efforts.” Possible variations: There are many ways to conduct the gallery walk. If time permits, participants can go from poster to poster, where the author(s) will share their commitment/s to inclusive internationalisation going forward. A maximum time limit for each presentation should be established, such as 3 minutes for the presentation followed by 1 or 2 minutes for feedback or questions from the rest of the group. If there is not enough time to listen to ALL participants in this format, the group can be divided into three (participants A, B and C). In this case, group A can present their posters in different areas of the training room to participants from groups B and C, who can choose which poster to visit. This will also be timed (for example, 5 minutes for explanation plus 2 minutes for feedback/questions). Then, it will be group B’s turn, followed by group C. Watch-out: The rules for providing feedback can also be shared, if necessary, to ensure that the feedback is constructive. Materials/Equipment required: A space to hang the posters created in Activity 6.1 is needed, along with some Blu Tack, cellophane tape, or pins to attach the posters to the wall. Additionally, a clock or watch (or phone) should be available for timekeeping.	Overarching ILO 1, Overarching ILO 2, Overarching ILO 3

Activity/ Input no.	Topics and sub-topics/Learning Activities	Duration	Procedure/Training method	Link to ILOs
Input 6.2	Let's check expectations... In this activity, participants are reminded of the expectations they set for themselves at the beginning of the training, focusing on both the main expectations and any hidden agendas. They are encouraged to reflect on their learning journey. Purpose of the activity: To summarise personal key takeaways and encourage reflection.	10 min	The facilitator presents to the group: "Let's go back to the initial participants' expectations (slide 11 / activity 0.3). We read them again to make sure that we have addressed them. Have we reached these? YES! Have we reached that? YES!" This activity should be conducted in a fast-paced and manner, referencing some of the more amusing expectations from the hidden agenda. Materials/Equipment required: Expectation Post-its/notes that participants created in Activity 0.3 of the Introduction to the Introduction ICI Training section.	
Input 6.3	Reminding participants about the post-training survey.	5 min	The facilitator reminds the participants: "Please remember to complete the post-training survey. A link will be sent via email, so keep your code safe! Use the SAME code for both the Pre- and Post-surveys. THANK YOU for taking the time to do this; it is crucial for us!" Additionally, the facilitator notes, "There will be a follow-up survey sent to all participants in 3-4 months to assess the impact of the training. Please retain your code for that as well!" Materials/Equipment required: Presentation materials: slide 99.	

Pre- and Post-Training Surveys

Pre-training survey, ICI In-house Training

Instructions for pre-training survey

Dear participant,

Welcome to the local training on Inclusive Comprehensive Internationalisation (ICI). The ICI Training aims to support you in exploring institutional and systemic issues that hinder students to benefit from internationalisation, related to their background and characteristics.

To assess the quality of our ICI Training we invite you to complete **two short surveys**. Now, we ask you to complete the **pre-training survey**. After the ICI Training, we will send you the second survey (**post-training survey**) of the ICI training. Each survey includes 18 items, formulated as can-do statements. You are asked to indicate your agreement with each statement on a five-point Likert scale ranging from 1 (I strongly disagree) - 2 (I disagree) - 3 (I am not agreeing or disagreeing, neutral) - 4 (I agree) - 5 (I strongly agree).

To explore your personal views on inclusive comprehensive internationalisation, this pre-training survey has three open questions in addition to the 18 can-do statements. It also includes some questions on your role and experience.

Participation in the survey is voluntary. To ensure anonymity and confidentiality, you will receive **an individual participant number**. We kindly ask you to **use the same participant code in both the pre- and post-training surveys**. This will help us to connect your answers in the pre-training survey to the post survey and assess the added value of the training, while keeping your answers anonymous.

Completing the survey will take approximately 10 minutes and will help us to improve and evidence the added value of the ICI Training.

Thank you on behalf of the local ICI team

Pre-training survey questions

My participant code (6 digits) (Please keep this code for use in the post-training survey.)

Overarching intended learning outcomes (ILOs)

Overarching learning outcomes (ILOs)

- ILO 1: I can explain the relevance and need for a focus on comprehensive inclusive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can give examples of systemic and hidden exclusionary policies and practices at my own institution. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can start a conversation within my own institution or department on how to address

systemic and hidden exclusionary policies and practices (roadmap). (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Intended learning outcomes (ILOs) per Module (Modules 1-5)

Module 1: Diversity and inclusivity in internationalisation

- ILO 1: I can explain the ICI definition of inclusive comprehensive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can identify the different stakeholder groups at my institution that are involved in or are affected by inclusive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can identify and analyse the challenges to inclusive internationalisation in HE at my institution. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 2: The hidden curriculum and involving ALL students

- ILO 1: I can explain the concept of the hidden curriculum. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can give examples of the hidden curriculum in the different contexts at my institution. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can explain the impact of the hidden curriculum on student participation in internationalisation at home and abroad. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 3: Boundary-crossing collaboration.

- ILO 1: I can explain the concept of boundary crossing and how this impacts the collaboration with diverse groups/ stakeholders. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can evaluate how my professional position influences my actions to include every student in internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can connect multiple stakeholders to enhance inclusive comprehensive internationalisation within HEI. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 4: Inclusivity in an international collaborative on-line environment

- ILO 1: I can describe the main opportunities and challenges of inclusive online international collaboration. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can explain how the ICI model can be used to address challenges of international online collaboration. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can apply appropriate tools and activities to create more inclusive participation in an international online setting. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 5: Scenarios and roadmaps towards inclusive comprehensive internationalisation

- ILO 1: I can imagine an ideal scenario that I would like my institution to reach regarding inclusive comprehensive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

= I strongly agree)

- ILO 2: I can build a realistic and concrete plan or roadmap to advance in my vision. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can set up check points to correct, adjust and reformulate steps of this roadmap as it is being implemented. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Open questions

Can you list up to five key words that in your view are related to inclusive comprehensive internationalisation? (1....., 2....., 3.....)

Can you share an example of an inclusive practice in internationalisation?

Can you share of an example of an exclusionary practice in internationalisation?

Biographic data

Which main role do you currently have in your university?

- Leadership role
- International lead / officer
- Educational developer
- Learning technology expert/ officer
- Student
- Academic
- Administrative or support staff

Years of experience in higher education

Years of experience in internationalisation of higher education

Years of experience with inclusion and diversity in higher education

Thank you for filling out the ICI pre-training survey! Please remember your participant number to fill out the post-training survey.

Post-training survey, ICI In-house Training

Instructions for post-training survey

Dear participant,

Thank you for participating in the local training on Inclusive Comprehensive Internationalisation (ICI).

To assess the quality of our ICI Training we invite you now to complete the **post-training survey**. The post-training survey includes the same 18 can-do statements as in the pre-training survey. You are asked to indicate your agreement with each statement on a five-point Likert scale ranging from 1 (I strongly disagree) - 2 (I disagree) - 3 (I am not agreeing or disagreeing, neutral) - 4 (I agree) - 5 (I strongly agree).

To explore your personal views on inclusive comprehensive internationalisation, the post-training survey has four additional open questions. Moreover, we have included an open question where you can share further comments.

Participation in the post-training survey is voluntary. We kindly ask you to **use the same participant code in the post-training survey as in the pre-training survey**. This will help us to connect your answers in the pre-training survey to the post-training survey and assess the added value of the training, while keeping your answers anonymous.

Completing the survey will take approximately 10 minutes. By completing the survey, you will help us to improve and evidence the added value of the ICI training.

Thank you on behalf of the local ICI team

Post-training survey questions

My participant code (6 digits) (Please use the same code as in the pre-training survey)

Overarching intended learning outcomes (ILOs)

Overarching learning outcomes (ILOs)

- ILO 1: I can explain the relevance and need for a focus on comprehensive inclusive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can give examples of systemic and hidden exclusionary policies and practices at my own institution. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can start a conversation within my own institution or department on how to address systemic and hidden exclusionary policies and practices (roadmap). (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Intended learning outcomes (ILOs) per Module (Modules 1-5)

Module 1: Diversity and inclusivity in internationalisation

- ILO 1: I can explain the ICI definition of inclusive comprehensive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

- ILO 2: I can identify the different stakeholder groups at my institution that are involved in or are affected by inclusive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can identify and analyse the challenges to inclusive internationalisation in HE at my institution. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 2: The hidden curriculum and involving ALL students

- ILO 1: I can explain the concept of the hidden curriculum. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can give examples of the hidden curriculum in the different contexts at my institution. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can explain the impact of the hidden curriculum on student participation in internationalisation at home and abroad. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 3: Boundary-crossing collaboration.

- ILO 1: I can explain the concept of boundary crossing and how this impacts the collaboration with diverse groups/ stakeholders. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can evaluate how my professional position influences my actions to include every student in internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can connect multiple stakeholders to enhance inclusive comprehensive internationalisation within HEI. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 4: Inclusivity in an international collaborative on-line environment

- ILO 1: I can describe the main opportunities and challenges of inclusive online international collaboration. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can explain how the ICI model can be used to address challenges of international online collaboration. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can apply appropriate tools and activities to create more inclusive participation in an international online setting. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Module 5: Scenarios and roadmaps towards inclusive comprehensive internationalisation

- ILO 1: I can imagine an ideal scenario that I would like my institution to reach regarding inclusive comprehensive internationalisation. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 2: I can build a realistic and concrete plan or roadmap to advance in my vision. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)
- ILO 3: I can set up check points to correct, adjust and reformulate steps of this roadmap as it is being implemented. (1 = I strongly disagree; 2 = I disagree; 3 = neutral; 4 = I agree; 5 = I strongly agree)

Open questions

Can you list up to five key words that in your view are related to inclusive comprehensive internationalisation? (1....., 2....., 3.....)

Can you share another example of an inclusive practice in internationalisation?

Can you share of an example of another exclusionary practice in internationalisation?

Can you list three key take away messages from the ICI training (1....., 2....., 3.....)

Any further comments (compliments or suggestions for improvement)

Thank you for filling out the ICI post-training survey!

Follow-up post-training survey, ICI In-house Training

Instructions for follow-up post-training survey

Dear participant,

Recently you participated in the in-house training programme of the ICI project on Inclusive Comprehensive Internationalisation. To evaluate the effectiveness of the training we earlier invited you to complete a pre- and post-training surveys that focused on the intended learning outcomes of the training.

Now, we would appreciate it if you **provide us with some personal feedback** by answering the following open questions.

Participation in the post-training survey is voluntary. We kindly ask you to **use the same participant code in this follow-up post-training survey as in the previous pre- and post-training surveys**. This will help us to connect your answers to the pre-training and to the post-training surveys and assess the added value of the training, while keeping your answers anonymous.

Completing the survey will take approximately 2-10 minutes and will help us to improve and evidence the added value of the ICI Training.

Thank you on behalf of the local ICI team

Follow-up post-training survey questions

My participant code (6 digits) (Please fill out the same personal code you used for the pre- and post-training surveys)

Looking back at the training sessions:

1. What stood out for you from the ICI Training?

‘The training made me realise ...’

2. What has changed for you related to the ICI Training, if anything?

‘At a personal level, I ...’

3. What would like to you change in your immediate work environment related to the ICI Training, if anything?

‘At my work environment I would like to ...’

4. Other comments, examples of the above you would like to share

Template 1: Template for Preliminary Assignments for the ICI Training

Preliminary Assignments for the ICI Training

Below you can find list of pre-reading and/or pre-assignments per Module, that you can take a look at before training starts. Preliminary assignments are to prepare you for the forthcoming training sessions and in this way help you to get more out of the training course. Completing preliminary assignments is yet voluntary and non-completion does not prevent you from taking part in the training.

Module 1: Diversity and inclusivity in internationalisation

Read **The ICI Framework** (as an attachment) [This document can be printed out from the ICI Training Manual, Part 1, pages 13-20].

Module 2: The hidden curriculum and involving all students

Think, what kind of hidden curriculum you can identify at your institution, such as:

- A. Implicit academic, social, and cultural messages
- B. Unwritten rules and unspoken expectations
- C. Unofficial norms, behaviours, values and emotions

Module 3: Boundary-crossing collaboration

- Watch three introductory videos on boundary-crossing collaboration by Wageningen University and Research:
 1. [Knowledge Clip: What is a Boundary, a Practice and Boundary Crossing?](#) (duration 6:39 min)
 2. [Knowledge Clip: Boundary Crossing Learning Mechanisms](#) (duration 5:19 min)
 3. [Knowledge Clip: The Importance and Relevance of Boundary Crossing](#) (duration 6:50 min)

Source: [Boundary Crossing @ Wageningen University, 2021](#)

- List different stakeholders that you think are important for inclusive internationalisation within your institution.

Module 4: Inclusivity in an international collaborative on-line environment

- Read **Handout for Inclusivity in an international collaborative online environment** (as an attachment). [This document can be printed out from the ICI Training Manual, APPENDIX 5: Templates, Forms, and Handouts for the Training, Template 4 Handout for Inclusivity in an international collaborative online environment.]
- Please be ready to share your possible experiences on an online event/learning or training in which

inclusivity or diversity has been compromised.

Module 5: Scenarios and roadmaps towards inclusive comprehensive internationalisation

- Imagine that your institution would already have embedded inclusive comprehensive internationalisation approach. How would it be like? **Dream big!**

Template 2: Handout for Images for the ICI Framework

Definition of Inclusive Internationalisation

Definition of Inclusive Internationalisation

ACTIVITY 1.1

The project has developed the following definition of inclusive internationalisation:

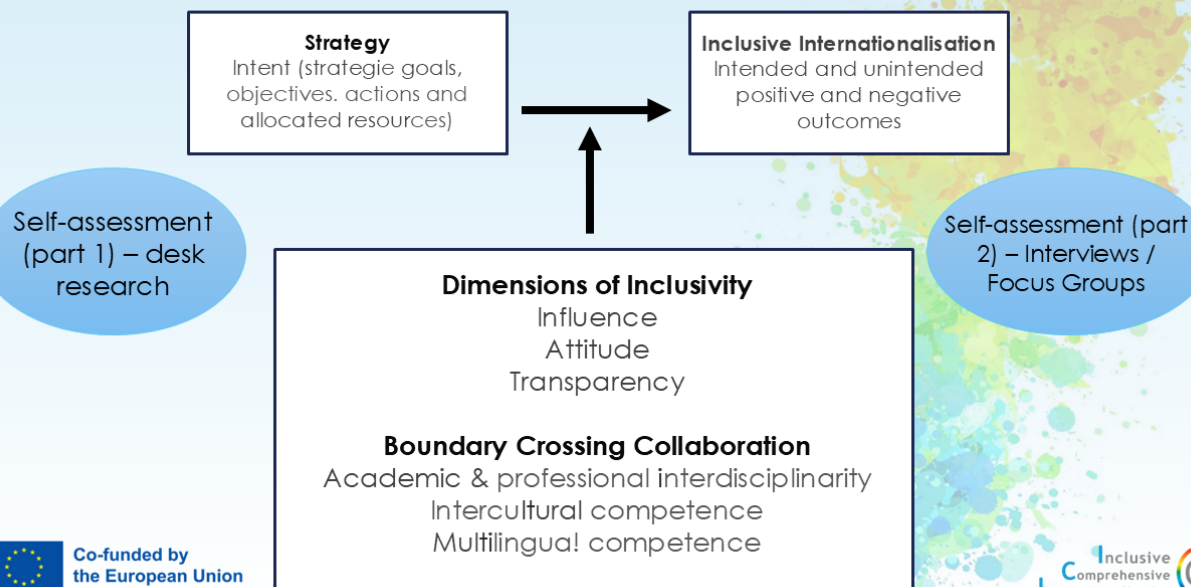
Inclusive internationalisation is a continuous critical institutional dialogue and purposeful action by all stakeholders in the university to ensure every student has the opportunity to benefit from internationalisation based on the values of transparency, equity, and respect, and on awareness of unintended and systemic implications.

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The ICI Framework

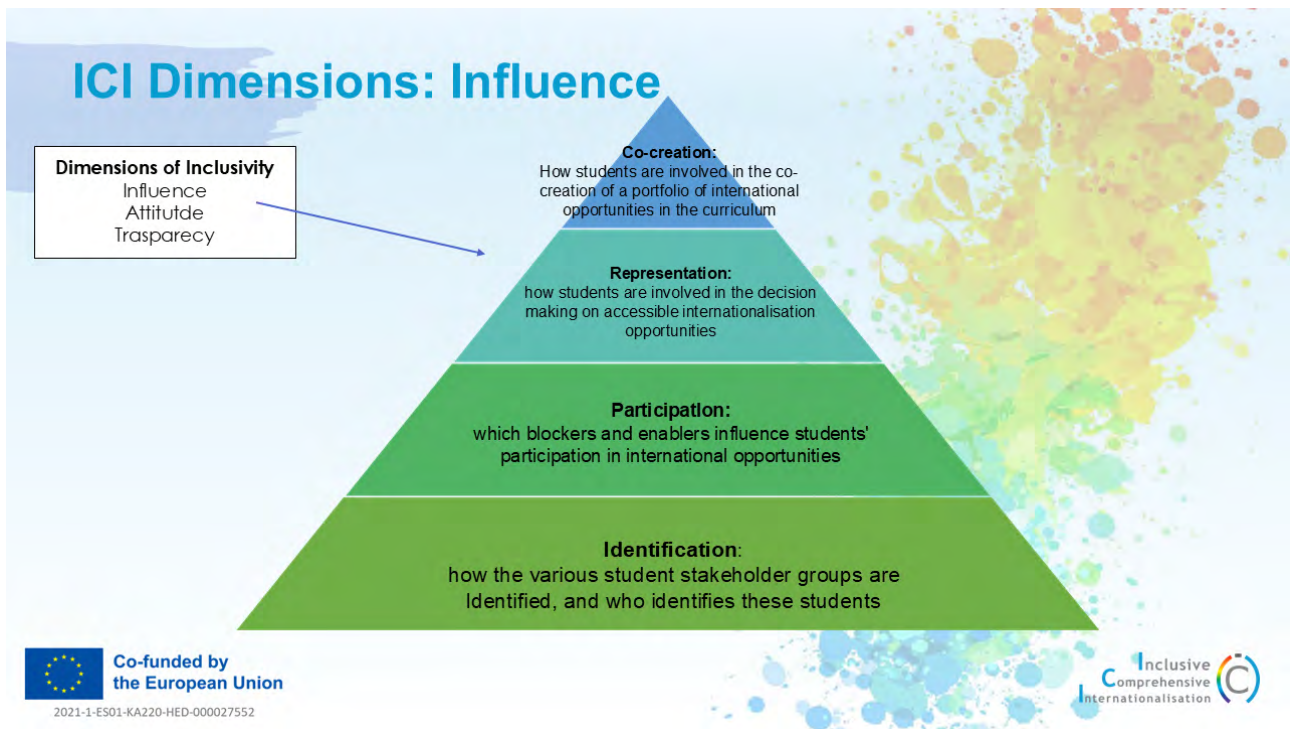
The ICI Framework



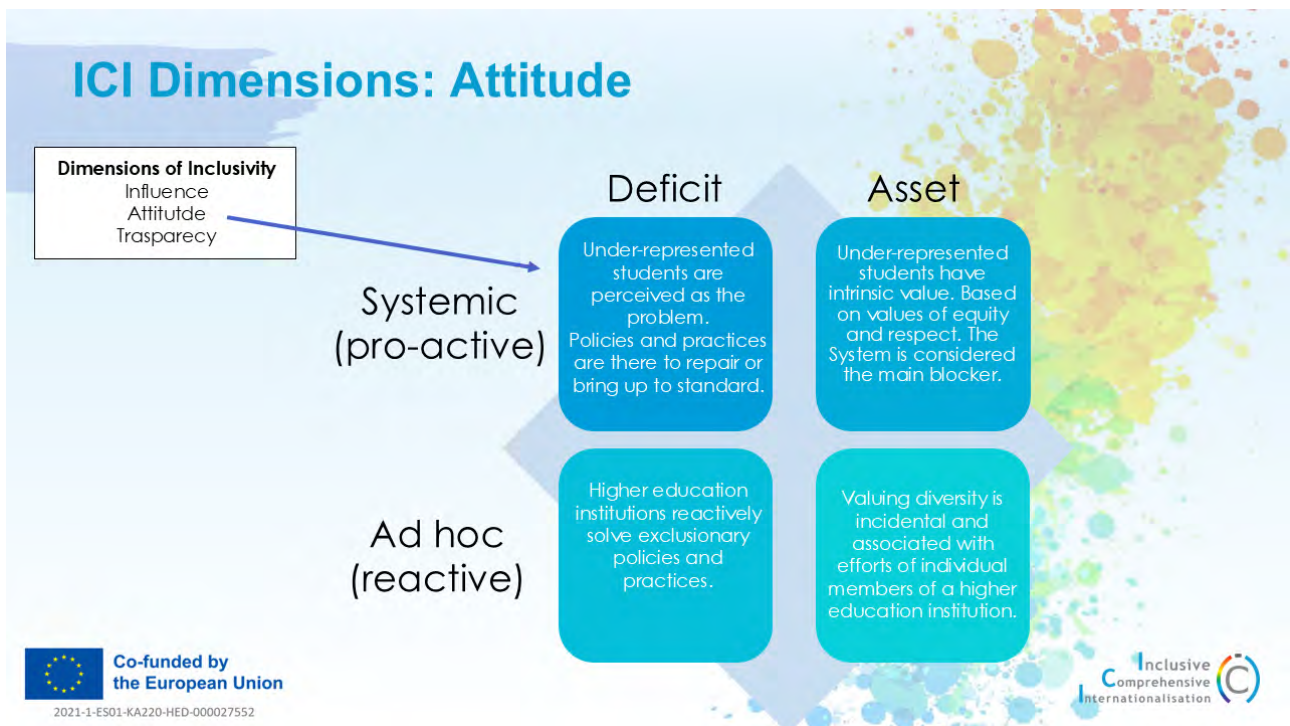
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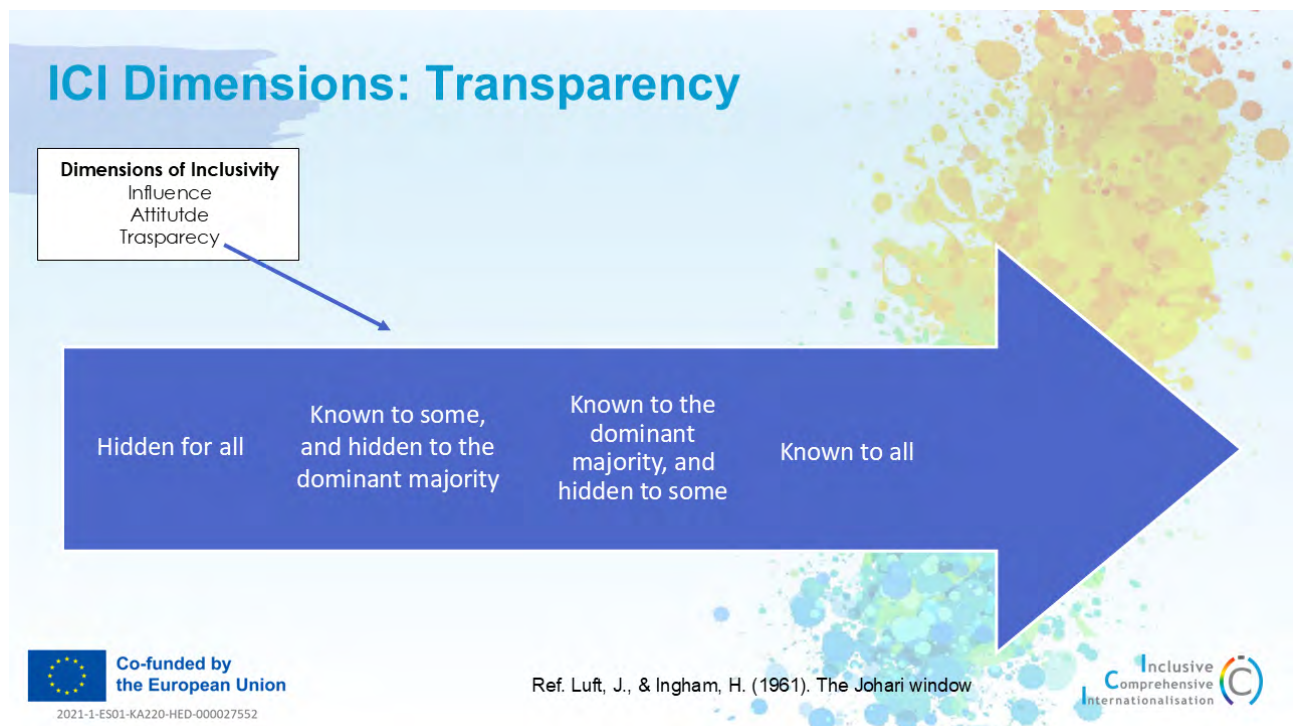
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ICI Dimensions: Influence

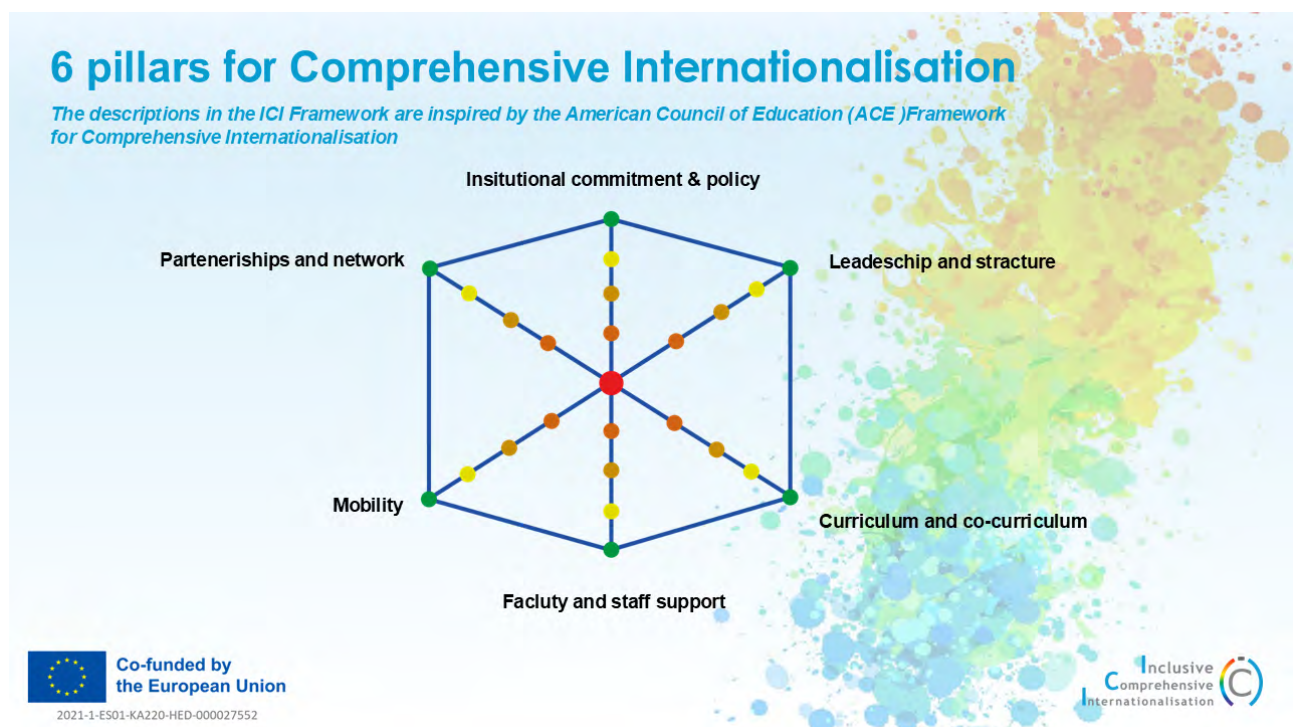


ICI Dimensions: Attitude





6 pillars for Comprehensive Internationalisation



Template 3: Template for Activity 1.5 BINGO for the Self-Assessment results

Activity 1.5: Bingo for self-assessment results

Below there are nine statements coming forward from the from the self-assessment process at the different ICI Institutions. Among them there are **three** that are coming from your institution's self-assessment.

1. Discuss in your group: Which ones do you think could be applicable to your own institution, and why?
2. Select which **three** statements are actually from your institution and place them in the BINGO grid on the next page from top left to bottom right (see blue arrow).

1) Our university strategy supports incoming and outgoing students though inclusive internationalisation is not explicitly mentioned.

2) We have communication guidelines that require providing all relevant information in the home language and in English.

3) We create closed groups for foreigners, there are no places for our students, which is a pity, because some of them do not want/can't go abroad, and by taking part in classes they would have a chance to cooperate with people from abroad.

4) The language of communication is a hidden message: If the home language comes first and English second, this sends an unintended message of being directed mainly at the home students.

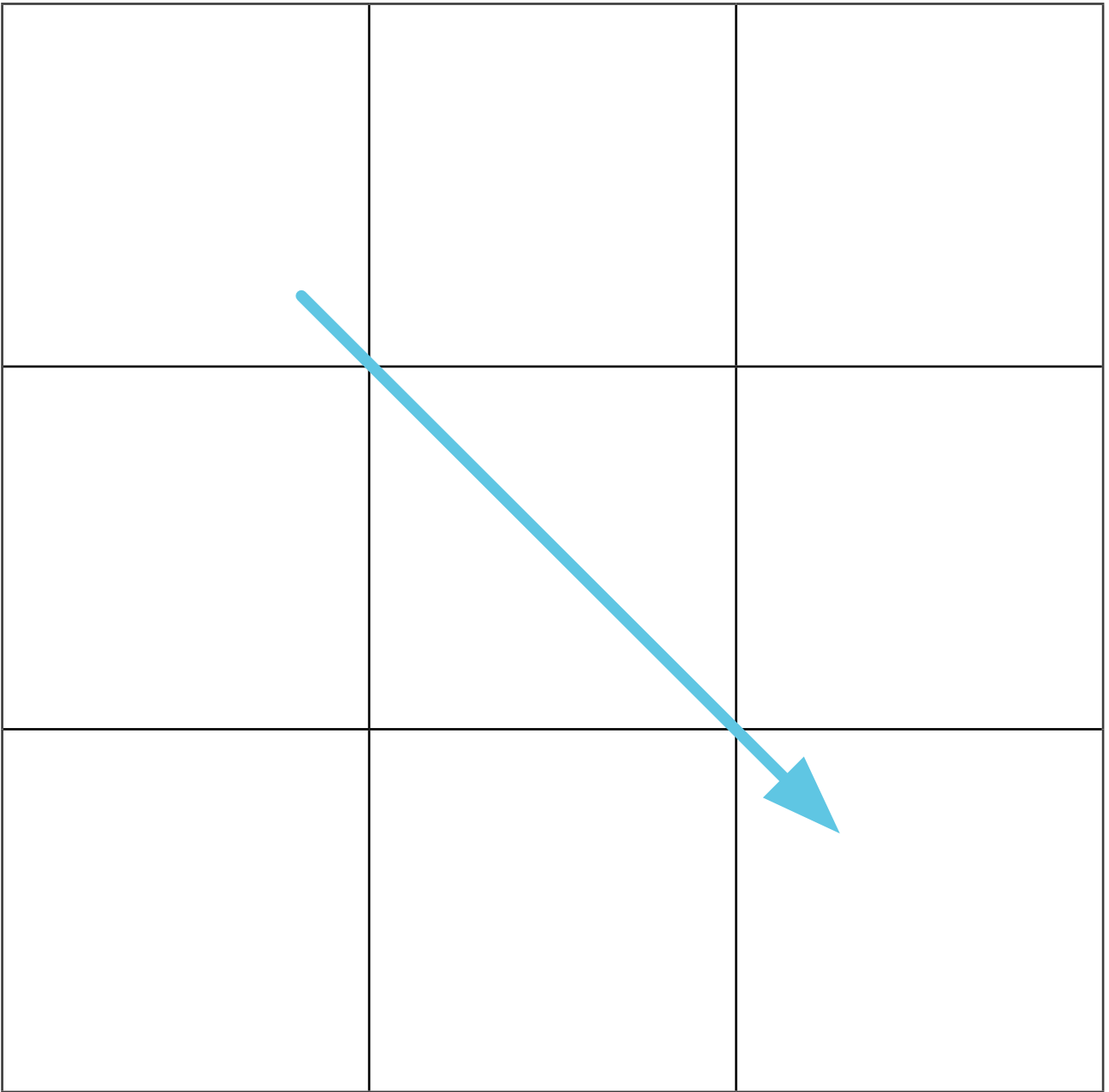
5) One unique opportunity is that the possibility of attending courses (blended / on-site or on-line) within the European University Alliance, which by definition are international. mixed and collaborative.

6) Both admin as well as academic staff note the lack of working hour resources. Especially advising international students and teaching international, multicultural groups requires more time and effort that teaching a more homogenous group. Staff says this should be recognized.

7) Limited support is offered to students from families with weak economic backgrounds. No specific programs are in place to support other specific student groups.

9) Many students feel excluded due to social class, language barriers, and insufficient incentives for national mobility. The institution's leadership is criticized for not addressing diverse student situations, emphasizing the need for direct communication through social networks to understand various needs.

8) Open badges have been recently developed as a digital tool to enhance the capacity to recognize transversal skills and competencies in formal curricula and the student's passport.

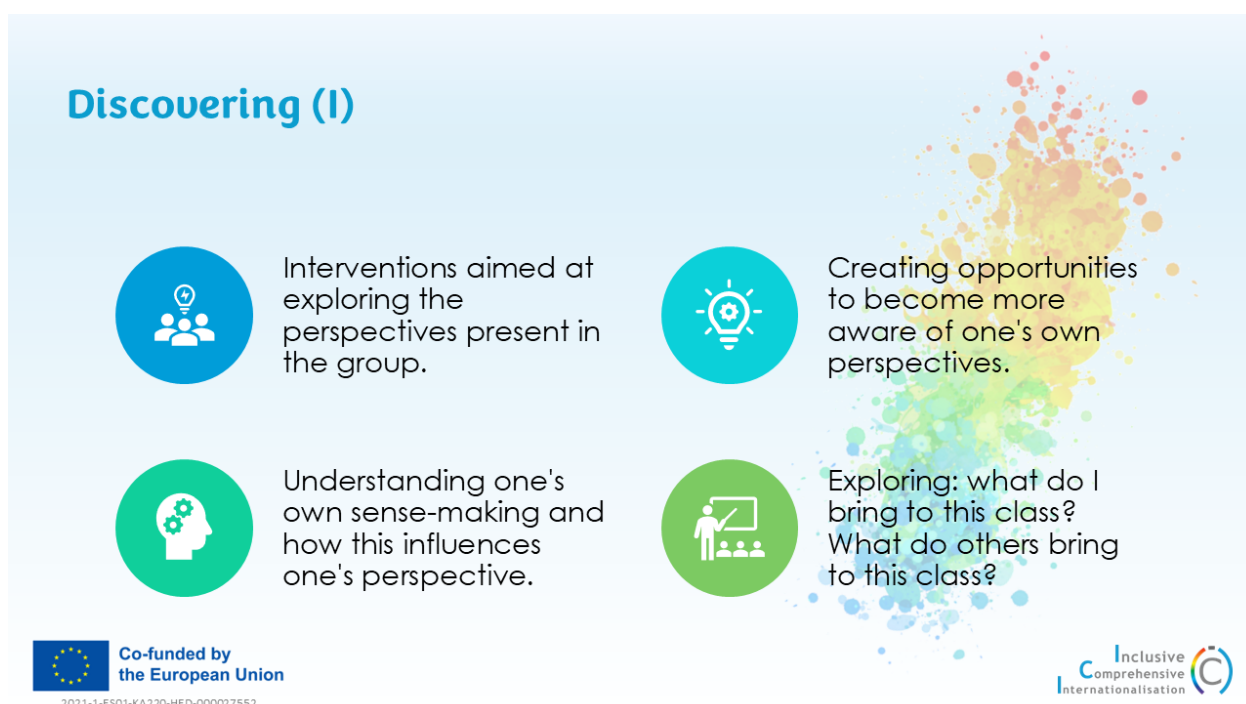


Template 4: Handout for Inclusivity in an international collaborative online environment (Module 4)

Inclusivity in an international collaborative on-line environment



Discovering (I)



Tools for the discovering phase

- ✓ Get to know students as individuals
- ✓ Get students to know each other as individuals
- ✓ Use students cultural and social capital as a resource
- ✓ Be explicit on context, aim for inclusive language
- ✓ Incorporate different cultural and national perspectives
- ✓ Activate meaningful cross-cultural interaction
- ✓ Anticipate and manage 'hot moments'

Exchanging (you)

Exchanging (YOU)



INTERVENTIONS
AIMED AT
EXCHANGING AND
LEARNING ABOUT
OTHER
PERSPECTIVES.



DISCOVERING HOW
OUR PERSPECTIVES
ARE DIFFERENT.



CREATING SPACE TO
SHARE PERSPECTIVES.



AGREEING WHY IT
MAKES SENSE TO
SHARE PERSPECTIVES.

Tools for the exchanging phase

Design learning activities that...

- ✓ Engage **all** students
- ✓ Incorporate information gaps and interdependence
- ✓ Incorporate thinking time

Design learning activities that enable students to...

- ✓ Share their knowledge, experience and opinions
- ✓ Consider cases/topics from different perspectives
- ✓ Consider input from different perspectives

Embedding (we)

Embedding (WE)



INTERVENTIONS
AIMED AT BRIDGING
PERSPECTIVES TO
ENHANCE THE
LEARNING
EXPERIENCE.



CRITICALLY AND
ACTIVELY SEEKING
DIFFERENT
PERSPECTIVES



ENHANCING
COLLABORATION BY
SWITCHING
PERSPECTIVES
AND APPROACHES



SOLVING PROBLEMS
CREATIVELY BY
EXPLORING AND
COMBINING
DIFFERENT
PERSPECTIVES

Tools for the embedding phase

Design learning activities, or assessment products that...

- ✓ Make students **combine perspectives** in a structured way
- ✓ Make students **switch perspectives** in a structured way
- ✓ Stimulate **reflection** on the learning process, facilitate **reflective action**
- ✓ **Reward** students for capitalising on perspectives

Resources

Resources

- VU Mixed Classroom Education Model: https://assets-us-01.kc-usercontent.com/d8b6f1f5-816c-005b-1dc1-e363dd7ce9a5/d7847606-cfa2-482b-8cde-c6e7b1bb7e49/Mixed_Classroom_booklet_tcm270-935874.pdf
- Universal Design for Learning:
 - ECIO: <https://ecio.nl/en/universal-design-for-learning/>
 - Ministry of Education, New Zealand: <https://inclusive.tki.org.nz/guides/universal-design-for-learning/>
- Virtual exchange for social inclusion (Miriam Hauck)
<https://www.youtube.com/watch?v=NCKbvK6REdE>

Template 5: Form for Activity 5.3. Making a Plan

OBJECTIVE: _____



OUTCOME / KPI



TIMETABLE



ACTIONS



PEOPLE / RESOURCES



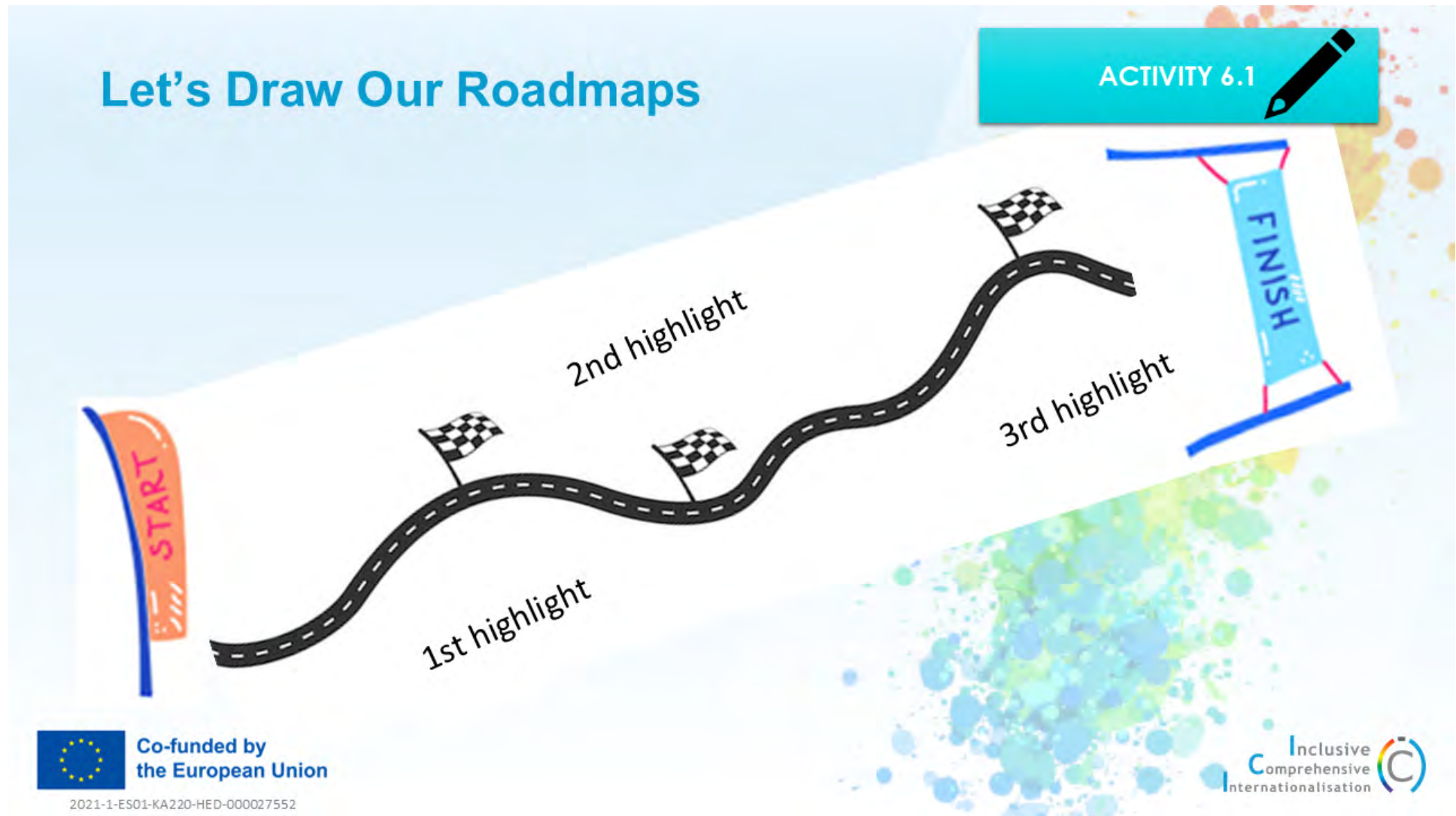
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Template 6: Template for Activity 6.3. Roadmaps





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